

Pupils' Rights – A Model for Active Learning



The Ministry of Education
Society and Youth Administration
The Unit for the Implementation of the Pupils' Rights Law



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Preference

The State of Israel belongs to the family of nations that promote the rights of children as individuals.

UNICEF's "Convention on the Rights of the Child" emphasizes the child's own dignity and the concept that children should be respected as human beings and as people with unique rights, on the school-grounds as well.

The State of Israel had joined the Convention in 1991 and declared its commitment to undertake its provisions. The convention expresses an "expanding approach", where children are entitled to receive a variety of services from the State and to participate in decision-making processes regarding their future.

The convention seeks to implement these rights from the viewpoint of the child – who receives them – rather than the point of view of the adults, who provide him with these rights.

Rights are an educational tool. They teach independence and autonomy, alongside reasoning and respect for the other. Wherever there's a mutual relationship – as in schools – there's no room for rights that are absolute or one-sided.

If rights remain unknown and un-rooted in the day-to-day life, their value will surely be limited. The State is obligated to publish these children's rights and pupils' rights, to teach and interpret the "Convention on the Rights of the Child" and the "Pupils' Rights Law" and to educate how to exercise pupils' rights in a civil society according to the State laws. These rights can be assimilated only if they are used responsibly, in an educated and balanced manner, and if they are limited by external rules to prevent an excess use of them that might harm other pupils, teachers, parents or the school's lifestyle.


The challenge facing the schools is immense: to create a culture – with a new language of rights and mutual respect - in which pupils' rights could be assimilated to the mutual benefit of all the different elements at school.

The "Pupils' Rights Law" – passed in the Knesset in 2000 – reflects the principle of allowing children to take part in their future plans. Pupils' rights are unique. They translate children's rights into the unique relationship between the different parties at the school environment.

On the one hand, in light of the "Evolving Capacities" Principle, these rights seek to provide pupils with the proper tools to take part in decisions regarding their future, such as: Their right to receive education; their right to receive information about their rights; their right to associate and express freely through the school boards; their right to be handled fairly in cases of exclusion from school and during future-deciding procedures in the district committees.

On the other hand, children's rights must reflect the required balances with their teachers and under the school's lifestyle. Pupils' rights are similar to citizen rights in the sense that they are not absolute; citizen rights are subject to social balances, while pupils' rights are subject to the required balances of the school's framework.

The rights are based on the dignity of every human being - child, teacher or parent. The model



presented here aims to establish an authority that could materialize these rights in the educational institutions' community. The fulfillment of these rights in schools can create a space where the citizen rights of pupils and of teachers are interwoven together.

This booklet adopts a straightforward approach to pupils' rights, side by side with the rights of the teaching staff - it guides complex relationships, through a methodical dialogue about key values, ways to implement them and creating obligating codes of conduct, leading to an establishment of authority. **The background to the activities offered in this booklet is a multi-cultural and multi-identity society. These activities respect the different affiliations, through recognizing and learning the rights derived from them. The basic reference point is the pupil, as a human being and an individual, and the recognition of his rights.**

We must take responsibility and commit to constantly train ourselves and our pupils, and to develop realities and tools that enhance trust, reliability and respect, based on deep belief and on giving proper attention to every person and every thing we do.

"One who judges his fellow man favorably, will in turn be judged favorably"; this verse from the Talmud (Shabbat Tractate) instructs us to treat every human being – child or adult - with respect, and always speak favorably of any person – teacher, pupil and parent.

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Section A – Introduction

1. Background

The Declaration of Independence, 'Basic Law: Human Dignity and Freedom', the United Nations Convention on the Rights of the Child, the Human Rights Convention, General Director's circular letters and the Pupils' Rights Law, bring up moral and educational challenges, emphasizing that both adults and children are entitled to be treated as human beings. The adult's responsibility is to make it possible for the child to exercise his rights; meaning – to educate him.

This series of meetings is designed to provide schools with tools it can use to create a culture of dialogue, based on democratic values and on the rights of adults and children in the educational system. This dialogue culture is carried out through a process of building agreements, based on a relationship of trust and respect between all the elements at school, and in accord with the school's vision and educational goals.

The will meetings help to develop conversational skills, listening and showing respect, and to establish a relationship of trust between all the elements at school.

The Meetings have three layers:

1. Exposing, introducing and raising awareness towards a certain subject.
2. Expanding knowledge base, experiencing and developing additional skills.
3. Beginning a process of building agreements between all the elements at school.



2. Goals

- Enable a deep look into the subject of child/pupil/citizen rights in schools.
- Examine the different aspects – in terms of values - derived from child/pupil/citizen rights.
- Promote a process of building agreements through dialogue between the different school elements.
- Encourage the creation of appropriate codes of conduct, without violating these rights.

3. Guiding Principals

1. Principle of Decency

A series of meetings, cultivating fairness and processes of building agreements between the different school elements, based on the principals of justice, morality and equality.

2. Principle of Cooperation

A series of meetings, providing an opportunity for all the elements at school – teachers, pupils and parents - to experience and establish appropriate codes of conduct.

3. Principle of Modularity

A series of meetings, dealing with all the rights of the "Pupils' Rights Notebook". There are three stages to these meetings:

1st meeting – Basic meeting: introduction to the right and its significance, through 2 different possibilities.

2nd meeting – Enrichment: expanding knowledge base/implementation and actual doing.

3rd meeting – "Acting responsibly": defining codes of conduct.

4. Principle of Relevancy

A series of meetings in which different subjects, issues, dilemmas and problems relating to school-life or to situations in Israel or abroad, will be discussed, according to participants' choice.

5. The Integrative Principle

A series of meetings in which affinities are found between the different rights and associations are created to different subjects of the curriculum, to the yearly cycle, to different subjects on the school's educational agenda, and to the school's activities program.

My right to receive medical care
My right to express my opinions
My right to rest
My right to express my talents
My right to make mistakes
My right to receive information
My right to preserve my name
My right not to be harmed by others
My right to be protected and loved
My right to preserve my religion
My right to receive support
My right to take part
My right to protect my privacy



Me and all other children have rights and responsibilities, same as everybody else





Introductory Meeting: Right, responsibility and the relation between them

Goals

1. Clarify the terms "right" and "responsibility" and the relation between them.
2. Understand the relation between human rights and the rights of the pupil as a young citizen.
3. Introduce the "Pupils' Rights Notebook".

Activity Steps

Everybody is entitled to have rights

Human rights in general and children's rights in particular, could never be taken for granted along the history of mankind. Most countries chose to preserve them through a line of declarations, laws and International Conventions.

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We will introduce the "Pupils' Rights Notebook"

Pupils will be asked to look through the Notebook and we will examine its exterior:

Pupils will be asked to notice that it looks like something official of the State of Israel. Why? Why is this detail important?

We shall inquire – what can we expect to find inside? Why?


We will discuss the issue of "rights"

Pupils will be divided into three groups. Each group will choose 4 rights out of the "Pupils' Rights Notebook" or the "Declaration of Independence".

Each group will be asked to write the similarities and the differences between the various rights.

Each group will be asked to create a collage conveying its interpretation of the term "right".

Each group will be allowed to present its conclusions.



We shall take responsibility

Each group will be asked to explain the responsibility linked to every right.

We will ask: Why is it needed to define a responsibility next to each right? If we take responsibility to protect these rights, will it ensure that our rights will indeed be preserved?

We will offer a variety of practical advices related to taking responsibility to protect a certain right.

We shall clarify to the pupils that these rights are unconditional, and we are entitled to them as human beings.

Language of rights = Language of boundaries

Whoever believes that each person should live in dignity and have rights, must know that each person has the right and the duty to be responsible for his actions.

This is the autonomous man, who recognizes his freedom, but knows that where his freedom ends, starts the freedom of his fellow man.



Introductory Meeting: "Being protected..."*

Goals

1. Clarify the terms "right" and "responsibility" and the relation between them.
2. Understand the link between human rights and the rights of the pupil as a young citizen.
3. Introduce the "Pupils' Rights Notebook".

Activity Steps

Let's present the following illustrations:



We will discuss the following:

- What kind of protection is provided by each of the illustrated items/accessories? When? Why?
- Which items/accessories provide protection only when we all obey them? What can protect us at home, in school and in the classroom? We shall refer to rules, laws, regulations, well-known and clear procedures, installation of window grills, placement of a security man, support and assistance from friends/teachers, pupils on duty during recess time, etc.
- Which feelings/emotions provide us with protection? We shall refer to a sense of security, calmness, belonging, etc.

We shall indicate needs, requests and wishes that their fulfillment is important for our sense of security in the classroom.

We shall discuss why it is important to respond to these needs, and who's responsible to provide this response. How? When?

* Summarized from "Key for cultivating inter-personal communication and creating a standards-based climate", Social Education Division, Department of Primary Education





**My right to be protected and loved.
My responsibility to care for others**





Introductory Meeting: What's the connection between Joseph and Cinderella?

Goals

1. Introduce pupils to rights in general and to their own rights in particular.
2. Encourage preservation and safeguard of rights.
3. Encourage and facilitate school processes, which are based on fairness between all the different elements at school.

Activity Steps

Each pupil will choose a book or a story, in which the main character's basic right for protection and love was violated. One can choose a story from the bible, from childhood stories or from Israeli literature. For example: Cinderella, Little Red Riding Hood, Joseph and his brothers, etc.

Pupils will be allowed to present their choice.

We shall emphasize the point that a person enjoys basic rights for no other reason than simply existing as a human being. Therefore, these rights cannot be taken from him; but they can be violated.

We shall discuss the following:

- How was the character's right for protection and love violated?
- Why was the right violated? By whom?
- How did this violation influence the character?
- Was there a change in the character's self esteem during the story? In his sense of protection? Or in his trust towards his surroundings? Why?
- The right to be protected and loved includes family life, home, school and our surroundings. Where is this right being preserved and where is it violated? By whom? When?

We will create a list of incidents at school, at home, on the street or anywhere else, where a pupil's right was preserved or violated.

We will prepare a **classroom mail box** out of a shoe-box.

We will clarify to the pupils: "This box will be used to collect stories about places/people/incidents, where we – or others – felt unprotected and unloved: at home, on the street, during recess time or inside the classroom".

We will encourage pupils to also write stories about situations in which their right for protection and love was preserved.

We will encourage pupils to observe what's happening around them: during recess time, at home, in the playground, or at any other place or time, and write about it to the mail-box. They will be allowed to write anonymously.

The mail-box will be opened once a week. Letters will be read anonymously. Each week, we shall discuss how this situation can be changed. How can we as a class, or as individuals, take responsibility to change this situation? What can we do? What can we say? Who can we ask for assistance? Etc.

How can we ensure that the box will indeed be opened throughout the year?

Language of rights = Language of boundaries



Whoever believes that each person should live in dignity and have rights, must know that each person has the right and the duty to be responsible for his actions.

This is the autonomous man, who recognizes his freedom but knows that where his freedom ends, starts the freedom of his fellow man.



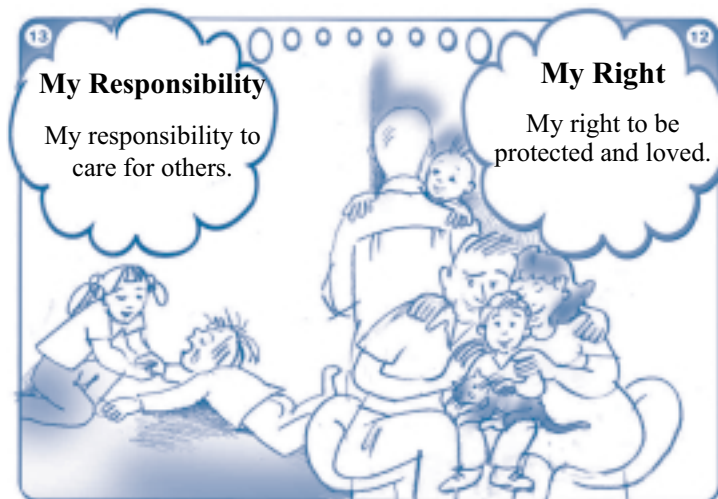
Introductory Meeting: The Right to be Protected and Loved*

Goals

1. Introduce pupils to rights in general and to their own rights in particular.
2. Encourage preservation and safeguard of rights.
3. Encourage and facilitate school processes, which are based on fairness of all the different elements at school.

Activity Steps

Let's observe the illustration and discuss the following:



Who are the characters in the illustration?

What are they doing?

What's the connection between them?

We will choose one or a few adults and one or a few children from the illustration with an apparent connection between them, and try to guess what the connection is. We shall refer to relations such as parent/s and a child, brother and sister, friends.

We will try to assume what the characters feel towards each other; do they feel love, empathy or concern?

What in their behavior reveals the way they feel? Is it shown through caressing, hugging, intimacy or reaching out for somebody else?

We shall indicate other ways to express what we feel towards each other: words, body language,

* Summarized from "Key for cultivating inter-personal communication and creating a standards-based climate", Social Education Division, Department of Primary Education.



providing protection, showing concern, offering assistance or supervising.

We will refer to the text and inquire:

The word "protected" is derived from the word "protection". What other words/expressions are derived from this word? We will refer to words and expressions such as: "protected flower", "protective sun lotion", "protective shield", "The Society for the Protection of Nature", etc.

When do we feel protected and/or loved? What or whom makes us feel like that? We shall refer to different situations: when we receive a caress/hug/gift/compliment/kind word/smile; when we are assisted to cross the road; when family members remind us to put on a safety belt; when teachers remind us to drink; etc.

We shall inquire: what/who can protect us when we're in the classroom? In the schoolyard? In the corridor? On the school's bus? In the playground? At home? Etc.

We shall inquire: What do you need to be protected from? When is it that you especially feel the need to be protected and to know that you're loved? We shall refer to different situations or occasions, for example: in a new place, in the dark, on my birthday, always, etc. Why?

How can we tell, ask or show others that we need or ask to be protected or loved? Who can we approach?

Taking responsibility and exercising this right – from theory to practice:

Let's inquire - What can we do to be protected? We shall then decide how to make these ideas public, so we and others will be able to put them into practice.



Enrichment Meeting: Observation

Goals

1. Introduce pupils to incidents where a right is violated and needs to be protected.
2. Cultivate relationships based on consideration and respect for the dignity of others, between classmates and between all the different elements at school.
3. Encourage and facilitate school processes, which are based on fairness of all the different elements at school.
4. Encourage the use of the "Language of Rights" and recognize the principle of "The boundaries of my right define the right of others".

Activity Steps

The class will be divided into three observation groups. Each group will conduct observations throughout a whole week (see observation report on page 22):

1. School observation group, that will observe the followings: classroom, school yard, school entrance, gym, etc.
2. Playground/Youth Movement observation group.
3. Street observation group.

We shall clarify that the pupils are required only to observe the happenings, without interfering:

They will need to document precisely incidents in which the right for protection and love is violated in any manner, between fellow pupils, between a teacher and a pupil, between two adults, etc.

Each group will be allowed to present its findings.

We shall then conduct an open discussion of the following:

- Was there any difficulty to locate places and incidents where there's a violation of this right?
- What was similar between all the observations? What was different? Why?
- Is it only clear physical or verbal violence that constitutes a violation of rights?

- We shall emphasize that when an adult set limits to a pupil, it is not necessarily regarded as violation of rights.

We shall also discuss the right for a proper hearing and a fair procedure, as follows:

- Were the pupils given an opportunity to present their side of the story prior to punishment? How?
- Was there a fair procedure of clarification?
- Who's right was violated / preserved as a result? Why? Observation Report.

Observation Report

Each report will contain one detailed incident:

Were the people involved in the incident considerate towards each other?

How did the adults (teacher/parent, etc) exercise the pupils' rights?

Was the "Teacher's right for respect", as a human being and as a citizen, preserved?

22

Place / Date / Time

Incident Participants

.....

Incident Description

.....

Was there a violation of rights? Of whom? By whom?

.....



Building Agreements' Meeting: Writing class codes of conduct

Goals

1. Building agreements and codes of conduct that will enable preservation of rights.
2. Creating tools and channels for dialogue between teachers, parents and pupils.
3. Cultivate alternative ways to solve conflicts, based on fairness and agreement.
4. Preserve the rights of both adults and children and make it possible to exercise these rights.
5. Enable the development of a fair punishment procedure with a protective mechanism.
6. Encourage the use of the "Language of Rights" and recognize the principle of "The boundaries of my right define the right of others".

Activity Steps

The class will be divided into three groups. If teachers and parents participate in this activity, we shall create homogenous groups of teachers/pupils/parents.

We will then describe an imaginary situation: **a deserted island.**

"We are a group of people, creating a new society on a deserted island. We have a chance to set by ourselves the rules and laws of our life there.

All the people on the island were divided into four assignment groups; each group needs to define rules of conduct in a certain aspect of life on the island. Our group's assignment is to set rules to preserve our right for love and protection..."

Each group will be allowed to set rules and ways to enforce them.

- **My right to live by the cultural tradition of my family, to get to know the traditions of other cultures and to respect them.**
- **My right to be heard before punished, when I'm suspected of acting wrongly.**
- **My right to be called by my birth name and not by other names.**
- **My right to read books in subjects that I find interesting, and my right not to finish reading any book.**
- **My right to listen to the music of my choice and to be introduced to new types of music.**

- **My right to express my opinion about any subject, as long as I don't harm others.**
- **We shall examine whether the rules and ways of enforcement comply with Israel's existing laws.**

Pupils' Rights Law, Prohibition of Discrimination, 5. (a) A district education authority, educational institution, or any person acting on their behalf, shall not discriminate against a pupil for sectarian reasons, for socio-economic reasons, or by reason of political orientation, whether of the child or of his parents.

The right to be heard

- Pupils' right to request and receive information about themselves. The request must be done politely, without violating the rights of others.
- Pupils' right to express their opinion, as long as it doesn't violate the rights of others. They are obligated not to harm or humiliate others.
- Pupils' right to approach each and every teacher, the headmaster and element of the Ministry of Education, to discuss their condition and how they feel at school, providing that this approach follows the system's hierarchical order.
- Right of pupils and their parents to appeal to the Pedagogical Council or the school's management against a decision made in their matter.

We shall examine which of these rules can be "adopt" in our world, between all the different elements at school. How?

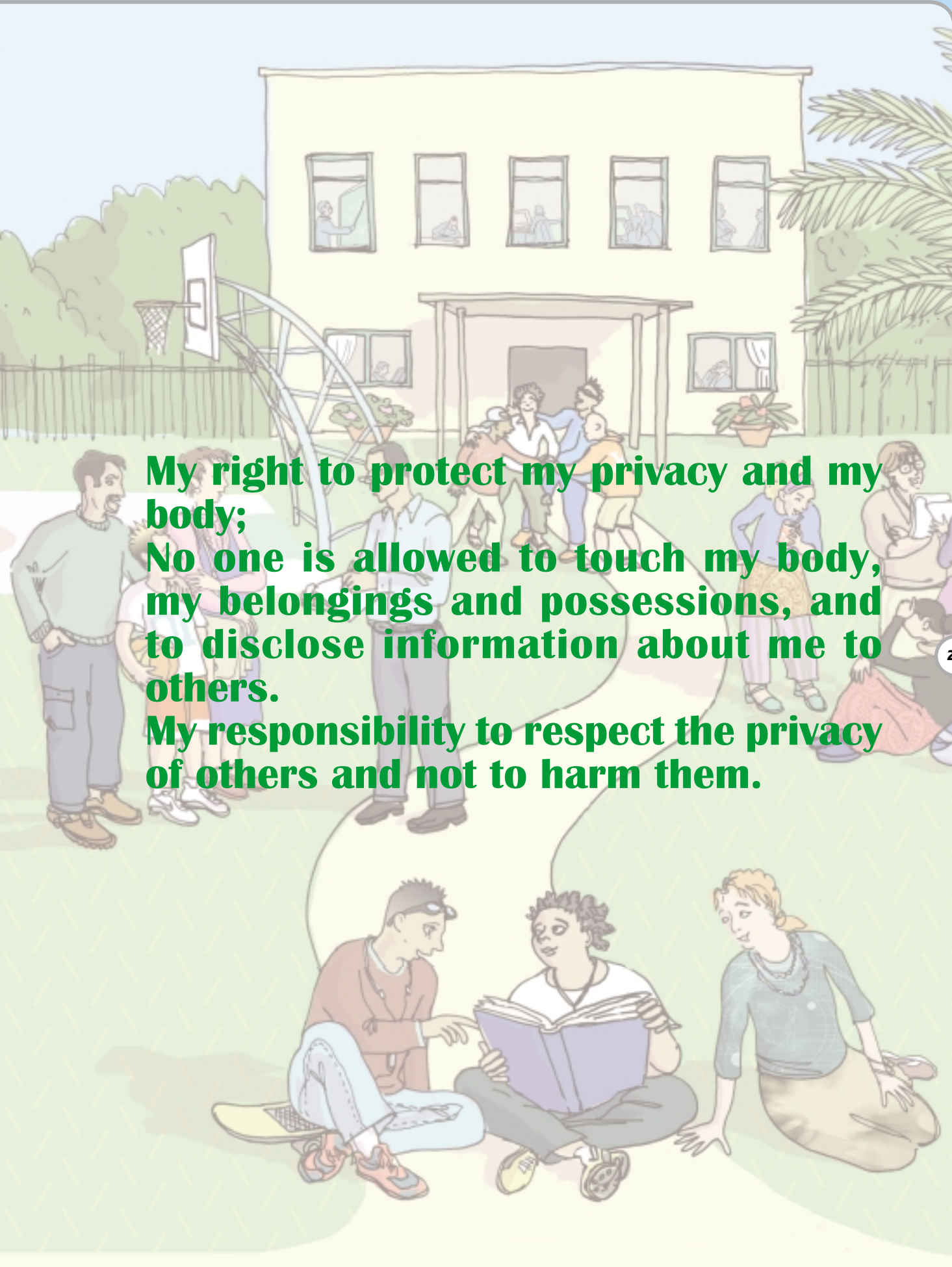
We shall write these principles on Bristol paper and hang them in a central location. Pupils will be allowed to write their remarks and suggestions about these principals throughout the week.

We can ask all the participants to put their signature next to these rules, to conduct a discussion and agree about one rule, to discuss other rules, to share dilemmas with the rest of the school, etc.



"Any human being has rights.

A person must be responsible for his actions, since the boundaries of his rights define the rights of others".



My right to protect my privacy and my body;
No one is allowed to touch my body, my belongings and possessions, and to disclose information about me to others.
My responsibility to respect the privacy of others and not to harm them.





Introductory Meeting: Protecting privacy

Goals

1. Introduce pupils to this right.
2. Encourage preservation and safeguard of rights in different life circumstances.
3. Encourage and facilitate dialogue inside the class.
4. Encourage and facilitate school processes based on fairness between all the different elements at school.

Activity Steps

The class will be divided into four groups. Each group will deal with a certain incident, containing a dilemma related to violation of rights.

Letters to the Editor

We will explain to the pupils that our school was asked to assist the editorial board of a well-known youth magazine in answering children's questions sent to the "You ask and Dalia answers" section: "Here are four letters that had arrived. Each group will reply to one letter".

Incident A

Hello Dalia,

I'm a fourth grade pupil in "Almogim" school.

Our history teacher reads aloud all the pupils' grades.

Yesterday we got back our exams and again she read our grades aloud.

I was extremely embarrassed and almost started to cry, but I managed to contain myself.

Please help me. What could I have done when it happened? And what can I do now?

Incident B

Hello Dalia,

My name is Sigal and I'm a pupil in "Sigalot" school.

I have a good friend to whom I always tell everything.

Last week I told her that my parents don't want to live together anymore. I asked her not to tell anyone about it and she promised so.

Yesterday I realized that everybody knows about it. I feel extremely hurt and embarrassed. I don't know what to do now, because on the one side I can't trust her anymore, but on the other side, it's the first time it happens and I want us to stay friends... What shall I do?

Incident C

Dalia Hello,

Yesterday I went on the street with a friend and heard two teachers talking about another pupil of our class. When they saw us, they stopped talking about him, but I know that after we had passed, they continued to talk about him and everybody could hear it.

I think that they are allowed to talk about a pupil in school, but why should other people hear about it?

What do you think – am I right? What can I do?

Incident D

Dalia Hello,

I wanted to tell you about what happened to me yesterday at home and hear what you think I should have done about it.

My mother digs every day through the drawers in my room and takes out stuff without my permission. Yesterday she found a letter from Ran and told the rest of my family about it over dinner.

I was really insulted and angry, but my mother thinks I am overreacting. What do you think I should do?

Each group will be allowed to present the letter and its reply to it.

We shall clarify that each of the letters deal with a different aspect of rights' violation, and that they should offer an appropriate, non-violent course of action, which is not vindictive in its nature.

Letters + replies shall be hanged on a Bristol paper titled: "You ask and Dalia answers".

Let's review the following posters:

"My right to protect my privacy and my body; No one is allowed to touch my body, my belongings and possessions, and to disclose information about me to others without a justified cause."

"My responsibility to respect the privacy of others and not to harm them."

... and inquire: What does it mean? Why is the protection of privacy defined as a right?

Why is it a responsibility? How does this responsibility express itself?

What is a justified cause? Why?

Language of rights = Language of boundaries



Whoever believes that each person should live in dignity and have rights, must know that each person has the right and the duty to be responsible for his actions.

This is the autonomous man, who recognizes his freedom but knows that where his freedom ends, starts the freedom of his fellow man.





Introductory Meeting: The Right for Privacy

Goals

1. Introduce pupils to this right.
2. Encourage preservation and safeguard of rights in different life circumstances.

Activity Steps

- **Let's observe the drawers in the illustration and discuss the following:**

What do you think is a personal/private drawer? What do you usually choose to put inside a drawer? We shall refer to things that we don't want to expose to others; things that we are particularly interested to keep to ourselves.

What are the children in the illustration doing with the items inside the drawers?

Why? What about the characters that don't have a drawer? What are they doing? Try to guess why?

- **We will then pick one drawer, present it, and discuss the following:**

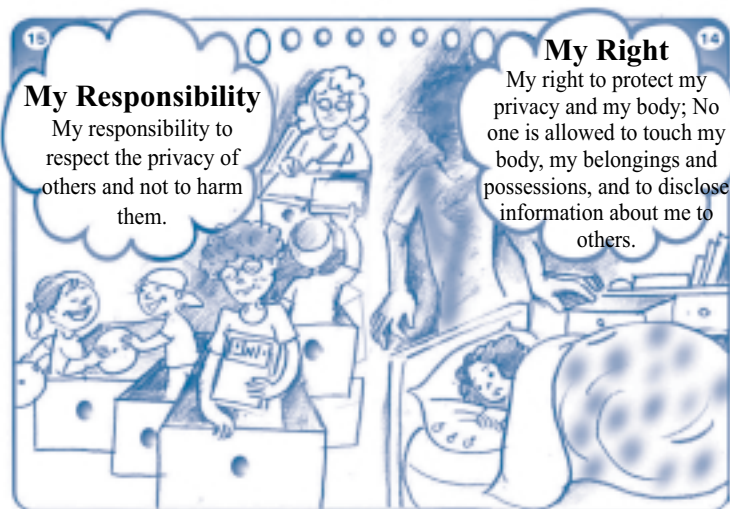
Which items are inside the drawer? We shall refer to visible items and/or items which are not seen in the illustration. What can be done with them?


Which personal/private belongings were inserted into the drawer and why? We shall refer to the need to safeguard these items, to the fact that maybe they have a special meaning, and to the wish to hide them from others.

Which private/personal belongings cannot be inserted into a drawer? We shall refer to information, dreams, memories, aspirations, thoughts, secrets, relationships with people, etc. What can be done with them?

- **We will try to assume how characters in the illustration treat the items inside the personal drawer:**

* Summarized from "Key for cultivating inter-personal communication and creating a standards-based climate", Social Education Division, Department of Primary Education.





Do the other characters know about the items/belongings inside the personal drawer? Is it better that they will know/not know? Why?

What would you like to say to the characters in the illustration regarding the way they treat their belongings? And regarding the way they treat/need to treat other people's belongings?

- **We will discuss the right for privacy:**

What is privacy? What is it that turns something into private? How can I protect my privacy or the privacy of others? Examples will be given.

With whom can/should we share personal/private things? We shall refer to friends, parents and functionaries. Why? How to share? How can we approach these elements?

What can we do when someone doesn't respect our privacy, or the privacy of others?

- **Taking responsibility and exercising this right – from theory to practice:**

We will conduct a dialogue, reach an agreement, and formulate a set of rules that will help us to respect the privacy of each one of our classmates. We shall refer to different aspects of respect for privacy, such as: respecting the private space, private belongings and computer files; respecting feelings and thoughts, respecting the right for privacy, etc.



Enrichment Meeting: Investigating this right

Goals

1. Enabling pupils to expand their knowledge base regarding these rights.
2. Encourage pupils to take responsibility and preserve these rights.
3. Examine these rights in daily reality.

Activity Steps

We will read article 16 of the Convention on the Rights of the Child: "No child shall be subjected to arbitrary or unlawful interference with his or her privacy, family, or correspondence, nor to unlawful attacks on his or her honor and reputation. The child has the right to the protection of the law against such interference or attacks."

The International Convention is the most important and comprehensive paper up till now on the subject of children's rights. The Convention was signed on November 20th 1989 by the member states of the United Nations (This date marks since then the Universal Children's Day). The Convention was signed by Israel on July 3rd 1990 and entered into force on November 2nd 1991.

- The class will be divided into 5 groups of "press investigators". Each group will cover one of the following subjects:
 1. Interference with privacy.
 2. Interference with privacy of one's family and home.
 3. Interference with privacy of correspondence (mail, e-mail, etc).
 4. Attack on one's honor.
 5. Attack on one's reputation.

Each group will collect for one week newspaper and internet articles, as well as stories and examples from school-life, classroom, home and their surroundings, that demonstrate the violation of this right and the need to protect it.

The end-results shall be displayed in a school exhibition.





Building Agreements' Meeting: Agreeing about codes of conduct and preventing interference with privacy

Goals

1. Encourage preservation of rights and create a society that respects those who are different.
2. Understand the link between right and responsibility and between right and boundaries.
3. Materialize rights into principles of action and fields of responsibility.
4. Create ways and mechanisms to develop the dialogue between teachers, parents and pupils.
5. Agree about and define codes of conduct for all the elements taking part in this process.

Activity Steps

• Creating Graffiti

We will hang two big boards/Bristol papers and write on them the following:

"Protecting my privacy; No one is allowed to touch my body, my belongings and possessions and to disclose information about me to others without a justified cause" – **Responsibility**

"Preserving my privacy; No one is allowed to touch my body, my belongings and possessions and to disclose information about me to others without a justified cause" – **Rights**

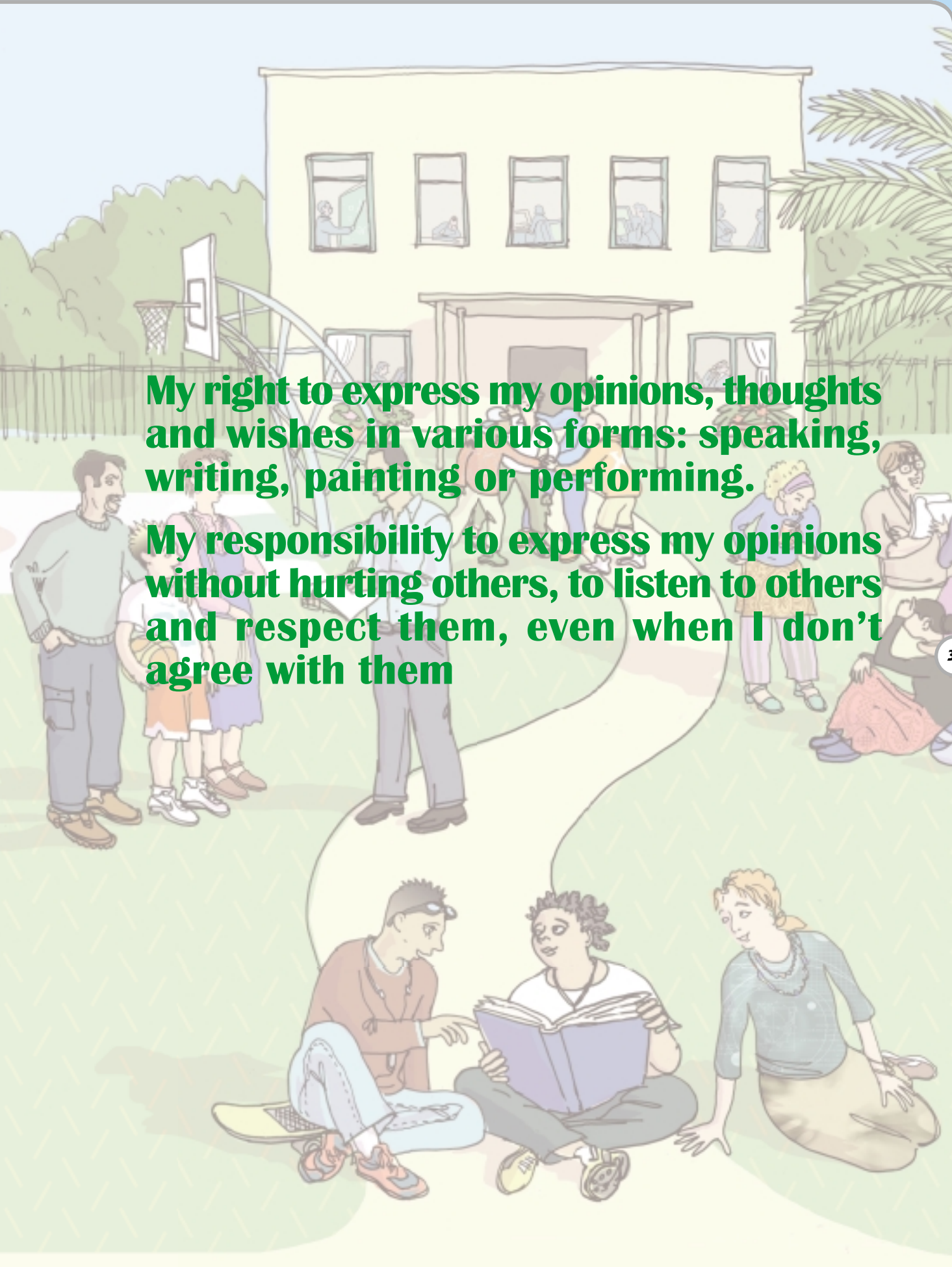
- All participants shall receive crayons in different colors: pupils – green, teachers – blue, parents – red.
- All participants will be allowed to write or draw remarks, examples or stories on both boards.
- The boards will be hanged outside the classroom, and teachers, parents and pupils will be invited to continue and write their remarks.
- **We will discuss the following...**
- After examining the "Graffiti of Rights" and "Graffiti of Responsibility", we shall inquire:

1. Which remarks/examples can be translated into codes of conduct? How can we ensure that these codes will be kept over time?
2. The principals shall be put down on paper, and the participants will agree and accept these principals by signing this paper.



"Any human being has rights.

A person must be responsible for his actions, since the boundaries of his rights define the rights of others".



My right to express my opinions, thoughts and wishes in various forms: speaking, writing, painting or performing.

My responsibility to express my opinions without hurting others, to listen to others and respect them, even when I don't agree with them





Introductory Meeting: To Listen / Not to Listen

Goals

1. Know and understand the significance of this right in Israel and other countries.
2. Create a distinction between lack of interest and disagreement, and between impatience and indifference.
3. Understand the significance of the freedom of expression in a democratic society, and the implications of its restriction.

Activity Steps

Participants will be divided into groups of three pupils each.

How are lack of listening and impatience related to each other?

Stage A – Lack of listening

Each group of pupils shall receive assignment cards 1-3:

Assignment card 1 – the speaker (one who passes the message)

Assignment card 2 – the listener (one who receives the message)

Assignment card 3 – an observer

Assignment card 1 – the speaker (one who passes the message)

You need to talk about something important that happened this week in Israel/around the world/in the classroom.

Assignment card 2 – the listener (one who receives the message)

You must show **lack of interest and lack of listening**. Signs may include:

- Avoiding eye contact.
- Dealing with other things.
- Looking frequently at your watch.
- Making impatient noises or changing the body posture: body laid back – Physical distance



Assignment card 3 – an observer

You need to observe and record the happenings.

At the end of the assignment you'll present your report in front of the classroom:

1. What happened? How was the lack of listening and interest expressed? (in talking? In body movements?)
2. What do you think was written on the assignment cards of the two other children?

Stage B – Impatience

Each group of pupils shall receive assignment cards 4-6:

Assignment card 4 – the speaker (one who passes the message)

Assignment card 5 – the listener (one who receives the message)

Assignment card 6 – an observer

Assignment card 4 – the speaker (one who passes the message)

You need to talk about something important that happened this week in Israel/around the world/in the classroom.

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Assignment card 5 – the listener (one who receives the message)

You need to show signs of impatience and resistance, such as:

Waving your hand in contempt

A sneering laugh

Putting on a grumpy expression

Waving hands

Raising your voice

Assignment card 6 – an observer

You need to observe and record the happenings.

At the end of the assignment you'll present your report in front of classroom:

1. What happened? How were the impatience and resistance expressed?
2. What do you think was written on the assignment cards of the other participants?

The observers shall report what happened to the class.

A table containing the different ways to express lack of listening, impatience and resistance shall be written on the above mentioned board.

- **We will discuss the Pupils' Rights Notebook**

Pupils will be referred to pages 16-17 of the Pupils' Rights Notebook, and the following points shall be discussed:

- What is the right? Does the right to express opinions include the right to be listened to and be treated with respect?
- Can I express my opinions implicitly in any place or situation?
- When is there a restriction on the right for freedom of expression? Give examples from family life, from recess time, from the lesson, etc.
- Is there a need to restrict the freedom of expression in a democratic society? Why?
- What's the responsibility in preserving the freedom of expression? Who's responsibility is it? How does it come into practice?
- How should this responsibility be expressed in school's daily life?

Freedom of expression

We will read article 13 from the Convention on the Rights of the Child, and clarify that the right for freedom of expression is restricted only in certain cases in which others might be harmed.

Article 13 from the Convention on the Rights of the Child:

1. "The child shall have the right to freedom of expression; this right shall include freedom to seek, receive and impart information and ideas of all kinds, regardless of frontiers, either orally, in writing or in print, in the form of art, or through any other media of the child's choice.
2. The exercise of this right may be subject to certain restrictions, but these shall only be such as are provided by law and are necessary:
 - (a) For respect of the rights or reputations of others; or
 - (b) For the protection of national security or of public order (ordre public), or of public health or morals."



Language of rights = Language of boundaries

Whoever believes that each person should live in dignity and have rights, must know that each person has the right and the duty to be responsible for his actions.

This is the autonomous man, who recognizes his freedom but knows that where his freedom ends, starts the freedom of his fellow man.



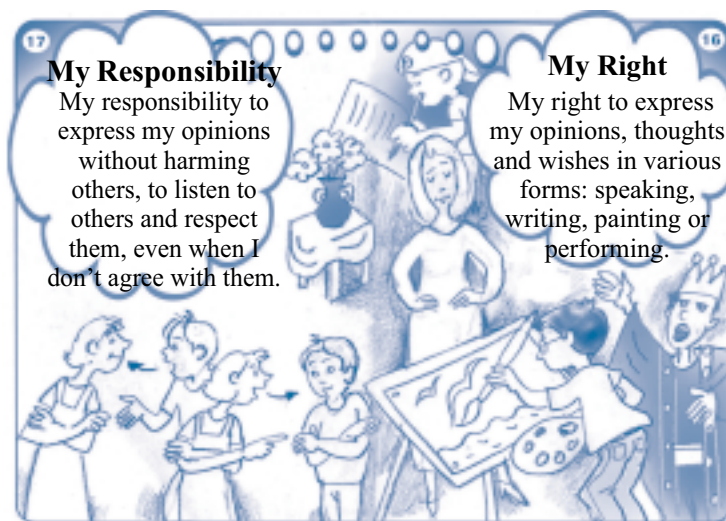
Introductory Meeting: The Right to express my opinions and views in various forms*

Goals

1. Know and understand the significance of this right in Israel and other countries.
2. Create a distinction between lack of interest and disagreement, and between impatience and indifference.
3. Understand the significance of the freedom of expression in a democratic society, and the implications of its restriction.

Activity Steps

Let's observe the illustration and describe the different activities of the characters in it.



We shall pick one character from the illustration and describe what activity it is engaged with and what it wants to express through it.

- **A discussion will be conducted**

We shall inquire what an opinion is. Is it important / needed to express our opinions?

Does everybody have opinions in any subject? Why?

We shall point out a variety of ways to express an opinion, a thought and/or a wish.

Do people always express their opinions? When do people choose not to express their opinion on a certain subject? What stops them from doing it? What might encourage them to express

* Summarized from "Key for cultivating inter-personal communication and creating a standards-based climate", Social Education Division, Department of Primary Education.



their opinion?

How can we express an opinion without harming an individual and/or a group? We will discuss an incident in which our opinion was contradicting the majority opinion.

Taking responsibility and exercising this right – from theory to practice:

"Same as your friend's face is different from yours; his opinions can also be different from yours" (Rabbi Menachem Mendel of Kotzk)

We will discuss the meaning of this phrase, and come up with ideas on how to conduct a constructive dialogue when different opinions are expressed.

How can we express our opinions? How can we allow others to express their opinions? How can we take decisions that will be accepted by most/all of the class? How should we react when one of the participants in the dialogue stops us from expressing our opinions?



Enrichment Meeting: Experiencing Freedom of Expression

Goals

1. Allow a variety of voices to speak and to be heard.
2. Allow additional communication channels between all the different elements in school to be shaped and established.
3. Experience situations where it is necessary to restrict the freedom of expression.

Activity Steps

Let's open a communication channel.

All along the month, we will encourage each and every pupil to prepare reports, photos, paintings or articles on any chosen subject (society/current matters/school, etc).

All the materials will be collected in a special box, and it will be used to create a monthly newspaper.

We can invite parents/teachers/pupils from school to write in our newspaper.

- **Now, let's restrict the freedom of expression**

The class will be divided into groups. Each group will serve as the editorial board of a certain section in the newspaper.

The groups need to ensure that all the materials are fit for publishing; meaning that it doesn't harm others, the reputation of another person, public order, morality, etc.

Each group can add written content such as "critique articles", "letters to the editor", "birthday greetings", etc.

Each group will receive part of the collected content, put it on Bristol paper and hang it in the classroom.

Here are a few examples for newspaper sections:

Initiatives and class activities

Letters to the editor

We protect the rights of the other

Birthdays and special events

Daily life in the classroom

From the school yard

Notice board

Documenting a process of building agreements from a personal point of view

Personal stories/In a personal point of view

From the world of adults: teachers and parents speak about problems and dilemmas in the classroom and at school



Building Agreements' Meeting: Rules for talking, arguing and expressing opinions

Goals

1. Build agreements for codes of conduct, which will allow preservation of rights.
2. Create dialogue tools and channels between teachers, parents and pupils.
3. Cultivate alternatives for solving conflicts, based on fairness and agreement.
4. Initiate the preservation of rights of both adults and children, and allow these rights to be exercised.
5. Encourage the use of the "Language of Rights" and recognizing the principle "The boundaries of my rights define the rights of others".

Activity Steps

Let's present or draw this right

The class will be divided into four groups.

Each group will prepare a play/drawing/story, describing a situation in which the responsibility to express an opinion without harming others and to listen to others and respect them, is put into practice.

Now, let's discuss this right

Following display of results, we shall conduct a discussion and write down the following:

- How do the right for freedom of expression and its restrictions reflect in the classroom and at school?
- How would we have liked them to be reflected?
- What should we do to create this shift?

Agreement on codes of conduct which will allow preservation of rights

- Which codes of conduct need to be regulated? "Do and don't do" class codes.

We shall open channels of communication encouraging dialogue, participation and a respectful way of talking

- We shall inquire whether the existing means through which teachers, pupils and parents express their opinions are satisfactory. Why? (Newspaper, school parliament, suggestion box, active recess, etc).



"Any human being has rights.

A person must be responsible for his actions, since the boundaries of his rights define the rights of others".





My right not to be harmed, insulted or humiliated.

My responsibility not to harm others, verbally and/or physically.





Introductory Meeting: My right not to be harmed, insulted or humiliated

Goals

1. Introduce right and get acquainted with the realm of rights, at home and in the family.
2. Encourage preservation of rights and create a society that respects those who are different.
3. Introduce pupils to the existing legislation regarding humiliating punishment.
4. Open new platforms for dialogue between the different elements at school.
5. Develop communication and conflict-solving skills through dialogue.

Activity Steps

Pupils will be referred to the "Pupils' Rights Notebook" (page 18) and to the poster, to review the following right:

"My right not to be harmed, insulted or humiliated".

We will conduct a discussion on the different aspects of this right:

- Why was there a need to define such a right? Is it not obvious? Isn't any right obvious?
- Why do you think this specific phrasing was chosen?
- What's the difference between being harmed, insulted and humiliated?

We will look for ways to preserve this right

We shall write on the board expressions/occurrences of physical or verbal violence we come across at school/home/street/media/politics, etc.

We shall discuss alternatives for solving conflicts. It needs to be clarified that lack of communication, or inadequate communication result in conflicts, frustration and rage.

The Convention on the Rights of the Child explicitly states that the countries signed on it must use all their powers to preserve children from different types of physical and mental violence, and from being harmed, injured, misused, neglected, exploited or abused.

The protection from physical punishment is included in the Israeli criminal law (Prohibition of assault and assault of a minor) and in the Order of Damages (the tort of assault requires payment of damages).



Language of rights = Language of boundaries



Whoever believes that each person should live in dignity and have rights, must know that each person has the right and the duty to be responsible for his actions.

This is the autonomous man, who recognizes his freedom but knows that where his freedom ends, starts the freedom of his fellow man.



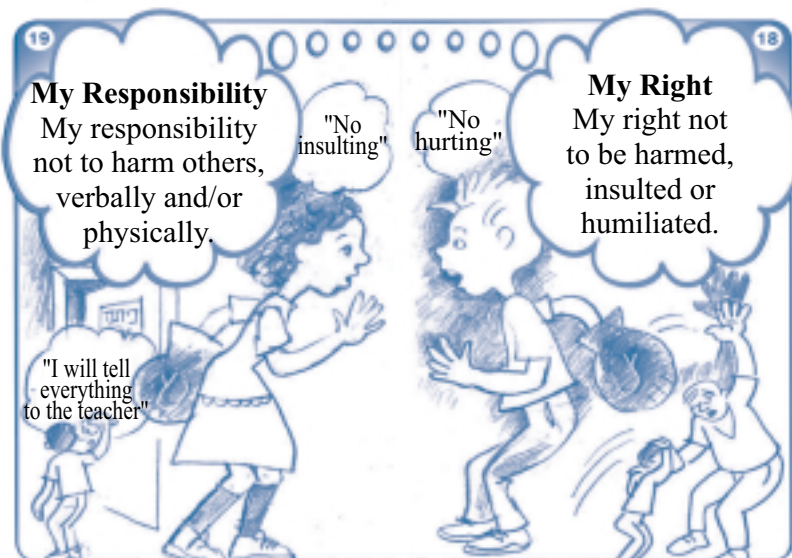
Introductory Meeting: The Right not to be harmed*

Goals

1. Introduce right and get acquainted with the realm of rights, at home and in the family.
2. Encourage preservation of rights and create a society that respects those who are different.
3. Introduce pupils to their rights as children/pupils/young citizens.

Activity Steps

We will examine the illustration and conduct a discussion



We will choose two characters from the illustration and try to guess: What's happening between them at this moment? What has happened before? What can/might happen between them later on? Why?

We will choose one character and write him/her a letter: we shall refer to the incident, to the state the character is in; to the way he/she chose to respond, to the expected gain and loss of such a response, to other possible ways to respond, to the response we would have chosen, etc.

We shall try to guess why is the child on the left approaching teacher? What do you think of such an act?

* Summarized from "Key for cultivating inter-personal communication and creating a standards-based climate", Social Education Division, Department of Primary Education.



We shall also refer to the text

We will read the text inside the balloon and identify acts/words that might harm, insult or humiliate others.

We will give examples of different ways one can be harmed: physically, verbally, socially, ban/exclusion.

We will conduct a discussion

- We shall describe an incident in which the right not to be harmed was violated. Pupils will be asked to describe how the different parties involved in this incident had felt? What were the responses/behaviors of those who were involved? How did the incident end? Why?
- We shall inquire how each and every one of us can avoid harming, insulting or humiliating others. What can we do when we see someone harming or humiliating others? Who can we tell about it? Why?

Taking responsibility for exercising this right – from theory to practice:

- We will indicate insulting words, physical abuses and humiliations that make us feel bad, in the classroom, yard, corridor, social activities, etc.
- We will formulate appropriate rules for preventing these harms, write them down, decorate and then hang them in an especially dedicated corner of the classroom.



Enrichment Meeting: Feeling protected at home

Goals

1. Introduce right and get acquainted with the realm of rights at home.
2. Encourage preservation of rights and create a society that respects those who are different.

Activity Steps

Note: it is recommended to invite parents to join this activity.

The class will be divided into four groups.

Each group will receive assignment cards containing part of the General Director's circular letter dealing with the subject of children's rights in the family.

Assignment card 1

Here are some practical aspects of the right for protection that should be reflected at home.

You need to present these aspects to the other groups using different tools, such as: presentation, role playing, story, newspaper article, painting, song, etc.

- Children's right to take decisions independently (freedom of choice) and face their consequences.
- Children's right to ask for what they want (in a respectful way), knowing that the other has the right to refuse.
- Children's right to behave according to their family's culture. The responsibility of children and adults to respect all cultures, as a base for understanding other cultures.

Assignment card 2

Here are some practical aspects of the right for protection that should be reflected at home.

You need to present these aspects to the other groups using different tools, such as: presentation, role playing, story, newspaper article, painting, song, etc.

- Children's right to grow up in a supporting atmosphere, free of exploitation, abuse or negligence.

- A child's right for privacy in the family. Parents' responsibility to respect their children's wishes and not disclose their secrets to others.
- Children's right to be protected from any type of physical or verbal violence.
- Children's right to be treated equally by adults at home/in their family.

Assignment card 3

Here are some practical aspects of the right for protection that should be reflected at home.

You need to present these aspects to the other groups using different tools, such as: presentation, role playing, story, newspaper article, painting, song, etc.

- Children's right to live.
- Children's right to live at home.
- Children's right to be part of a family and feel that they belong to it.
- Children's right to feel wanted and loved.

Assignment card 4

Here are some practical aspects of the right for protection that should be reflected at home.

You need to present these aspects to the other groups using different tools, such as: presentation, role playing, story, newspaper article, painting, song, etc.

- The right to be heard – if a child or an adult wish to say something, it is their right to do so, and those who listen must refer to what they said.
- Children's right to talk to their parents and siblings and mutually agree about the different house arrangements.
- The right to express love and affection towards one of the parents, without repressing it due to fear from negative reaction of the other parent.
- Children's right to receive positive reinforcements from their parents, about themselves, their skills and their choices.

- We will then conduct a discussion
 - What does preserving these rights depend on? Is it depended on us? How?
 - What's the responsibility of the parents in preserving these rights? How should their responsibility be reflected?



Building Agreements' Meeting: Signposts of conduct

Goals

1. Build agreements and codes of conduct, which will allow preservation of rights.
2. Create dialogue tools and channels between teachers, parents and pupils.
3. Cultivate alternatives for solving conflicts, based on fairness and agreement.
4. Initiate the preservation of rights of both adults and children, and allow these rights to be exercised.
5. Encourage the use of the "Language of Rights" and recognizing the principle "The boundaries of my rights define the rights of others".

Activity Steps

Rules in Planet Mars

The class will be divided into several assignment groups.

We will tell them the following:

"Life was discovered on Planet Mars, and you are part of a task force that was sent from planet earth to determine rules and codes of conduct on Mars.

Your assignment is to prepare three signposts, each one expressing a rule/code of conduct to ensure that Martians could exercise their right not to be harmed, insulted or humiliated, and to prepare also a book of rules with proper penalties for cases in which the signpost rules will be violated".

Note: It is recommended to allow teachers and parents to take part, so they can design rules and signposts applicable for teachers and parents on the planet.

We shall examine whether the rules are applicable for a decent society as well.

Receiving the approval of all the different elements at school.


We will display the signposts and the book of rules in a central location at school, allowing pupils, teachers and parents to respond to them.

The rules can be presented in a school parliament, to receive the school's approval.



"Any human being has rights.

A person must be responsible for his actions, since the boundaries of his rights define the rights of others".



My right to receive support that will allow me to integrate socially, or if I have a certain disability – will provide me with social accessibility.

My responsibility to allow all children - even if they have a certain disability – to integrate socially.





Introductory Meeting: Restrictions – Do they really restrict?

Goals

1. Introduce pupils to the right.
2. Encourage preservation and safeguard of rights.

Activity Steps

We will experience a physical disability

We will pick four volunteers and ask them to carry out certain assignments under a physical handicap, as follows:

1. An assignment with closed eyes - putting a blindfold on their eyes.
2. Going forward using only the right leg.
3. An assignment with only the left hand.
4. An assignment without any physical handicap.

The rules of the game are as follows:

Participants have five minutes to carry out all their assignments.

Each completed assignment awards 5 points.

The pupil finishing thrm first will be awarded with five extra points.

List of assignments:

Threading a shoelace

Drawing a child holding a flower

Running from one end of the classroom to the other three times

Cutting three paper circles and stapling them together

Writing a saying/phrase on the board

Writing a whole sentence in "mirror writing" (in reverse)



- **We will then conduct a discussion**

How does a child who cannot see feel?

How does a child who cannot hear feel?

How does a child with a physical disability feel?

How does a child with a learning disability feel?

What's the connection between fairness and physical disability?

- **The volunteers will be allowed to describe how they felt during the game:**

Was the game easy or hard?

Was the game fair?

What did you feel?

How would you change the rules of the game to make it fair?

Did the volunteers witness another change after becoming disabled? (becoming less interesting, smart, good friend, etc).

Do you think this game is similar to real life? How?

How do you think people with disabilities feel?

Can we create a change that will affect the way they feel?

What's the meaning of the word "accessibility"? What things are inaccessible to us? What things are inaccessible to others? How does it relate to us?

- **Preserving the rights of others and safeguarding my own rights**

We will review the "Pupils' Rights Notebook" or the poster and inquire:

"My right to receive support that will allow me to integrate socially, or if I have a certain disability – will provide me with social accessibility".

What does it mean? Why is it a right?

Why is there a need to define it as a right? Is it not obvious?

What's the meaning of the sentence: "My right to receive support that will allow me to integrate socially"? Can you tell us about situations in which pupils do not receive such a support? "

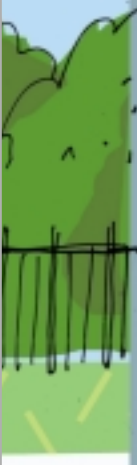
"My responsibility to allow all children - even if they have a certain disability – to integrate socially". What does it mean? Why is it a responsibility?

Language of rights = Language of boundaries



Whoever believes that each person should live in dignity and have rights, must know that each person has the right and the duty to be responsible for his actions.

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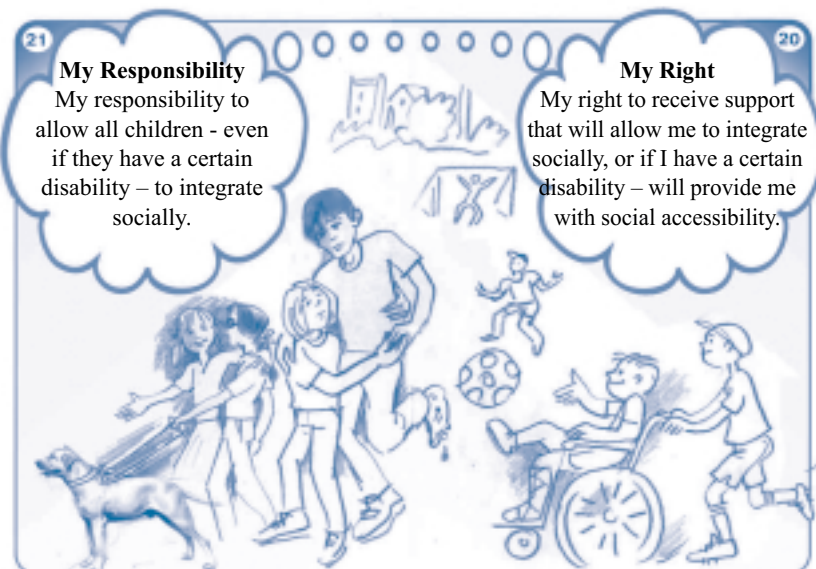
Introductory Meeting: The right for support and social accessibility*

Goals

1. Introduce pupils to the right.
2. Encourage preservation and safeguard of rights.
3. Encourage and facilitate school processes, which are based on fairness between all the different elements at school.

Activity Steps

- Let's observe the illustration and the characters in it, and discuss the following:



Which disabilities do the children in the illustration face?

- How do these disabilities burden the children?
- Is it possible that some of the children in the illustration have disabilities/difficulties that we cannot see? Which? How can we know that? We can refer to reading difficulties, social difficulties, etc.
- The children in the illustration help their friends to overcome the difficulties. We will try to guess: Why are they doing so?
- Are there other friends, not appearing in the illustration, that are supporting them? In what? When? How? Why?

* Summarized from "Key for cultivating inter-personal communication and creating a standards-based climate", Social Education Division, Department of Primary Education.



- **Now, let's refer to the text:**

we will read the text in the right balloon and look in the dictionary for the definition of the word "support". Which types of support do you know? How can one receive support and from whom? Do we all need support? Who needs it in particular? Why? When? Can we support others as well? Who? How? In what situations/times?

- **We will conduct a discussion:**

- Who supports us in the classroom, at school and in the community? How do they do it?
- What should we do when we need additional support?
- Let's recall a time/situation in which we experienced a certain difficulty/disability and needed support. What kind of support did we need? When? What was the difficulty? Who supported us? How? What did we learn from this situation about ourselves, about others and about facing difficulties?
- We will formulate a rule or a set of rules for exercising this right. We shall refer to ways to recognize which kind of support each person needs, asking for support when we face a difficulty and ways to support each other in dealing with learning/physical/social difficulties.



Enrichment Meeting: Principals of morality and justice towards those who are different

Goals

1. Introduce pupils to principals of morality and justice.
2. Examine the relation between values and morality to rights in general, and to the right for support and accessibility in particular.
3. Analyze the relation between the Proclamation of Independence and the preservation of rights and principals of morality and justice.
4. Understand that the State of Israel is based on rights.

Activity Steps

Let's observe the Proclamation of Independence


We will write on Bristol paper a sentence from the Proclamation: According to the Proclamation of Independence, the State of Israel "shall be based on the pillars of liberty, justice and peace, as envisioned by the prophets of Israel."

Now, let's write about freedom and justice

Pupils will receive background materials from the tales of the Prophets, newspaper clips, the 'Basic Law: Human Dignity and Liberty', the Convention on the Rights of the Child, etc. (For additional materials we recommend to look at the Ministry of Education website of pupils' rights).

Each pupil will be asked to right an essay in the subject, after clarifying the answers to the following questions:

- What's the meaning of liberty and justice?
- What do you think are Israel's pillars of liberty and justice? How are they reflected?
- What's the connection between these pillars and the right mentioned in the "Pupils' Rights Notebook": "My right to receive support that will allow me to integrate socially, or if I have a certain disability – will provide me with social accessibility. My responsibility to allow all children - even if they have a certain disability – to integrate socially"?

- 
- How do I / my class / my school put into practice the principals of the Proclamation of Independence? How can I make a difference?



Building Agreements' Meeting: Preserving this right

Goals

1. Develop pupils' alertness and involvement in the happenings around them.
2. Increase pupils' awareness towards the problems disabled people face every day.
3. Initiate the preservation of other people's rights and facilitate the exercise of these rights.

Activity Steps

- We will conduct a survey about the town/village/authority we live in:

A table will be given to the pupils and they will be asked to document in it their spare time activities in the course of one whole week, and to indicate whether each of these activities is accessible for children with disabilities or not.

Description of Activity	Accessible / inaccessible for Everybody	Problem Description	Recommendations and Suggestions for Improvement
I went to the library to exchange a book	Inaccessible	<p>The Municipal Library is situated on the 2nd floor of a building without an elevator. To make it accessible to disabled people, it must be moved to the 1st floor and a ramp needs to be built in the building's entrance.</p> <p>Signs inside the library are unclear and there's nobody to consult with. It makes things difficult for people with learning disabilities who have orientation problems.</p>	A letter signed by many children should be sent to the Municipality, with a detailed request to make the necessary change.

I went to a Scouts' activity	Accessible	The tribe's is well located. But actually, we don't have in our tribe any children with disabilities – maybe they don't know that the place is easily accessible for them.	We should invite disabled children for an activity or create joint activities.
Pedestrian crossing on the way to school	Inaccessible	There is no indicating-sound for blind people and there's no proper slope for wheelchairs.	We shall request form the Municipality to carry out the proper changes.

• **After a week, we will summarize findings and conduct a discussion:**

Do we live in a town/village that allows disabled pupils to exercise their right for an active social life?

What can we do to make changes?

• **We will formulate principals and codes of action for the school's set of rules:**

- What's the teachers' responsibility in preserving this right?
- What's the pupils' responsibility in preserving this right?
- What's the school board's responsibility in preserving this right?
- What's the parents' responsibility in preserving this right?



"Any human being has rights.

A person must be responsible for his actions, since the boundaries of his rights define the rights of others".



**My right to make mistakes.
My responsibility to learn from my mistakes.**





Introductory Meeting: We all make mistakes

Goals

1. Introduce pupils to this right.
2. Encourage preservation and protection of rights.
3. Encourage school processes, based on fairness between all the different elements at school, and facilitate their implementation.

Activity Steps

Individual work

- Each pupil will be asked to write on a card one mistake that he had made along the previous week. It needs to be clarified that we all make mistakes all the time, and that the secret is to learn from our mistakes.

Examples: I haven't prepared for the exam; I didn't cooperate with others in a game; I didn't listen to a friend.

Group work

- Class will be divided into 4-5 groups. Each group shall receive an assignment card.

Assignment card:

1. Each participant will share his mistakes with the rest of the group, referring to the outcomes of their mistakes and the lessons learnt from it.
2. Create a "knowledge map" of your end-result on the group's Bristol paper – in whichever way you find fit – referring to the group's mistakes, outcomes and conclusions.
3. Prepare to report to the class about your end-result and the process of creating it.

- We will conduct a discussion of the following:
 - Similarities and differences between the groups' results: reference points, types of mistakes, fields of mistakes, "knowledge maps", etc.
 - What are the reasons to our mistake?



- Can a mistake be done out of ill-will? Why?
 - What does it mean "to learn from mistakes"?
 - What's the role of mistakes in our life?
 - In which situations can a mistake be corrected, and in which not?
 - Are there certain situations in which we feel that it is forbidden to make mistakes? Why?
 - Is there a connection between mistakes and a certain age?
 - Are mistakes related to a certain duty/profession?
 - Who is allowed to make mistakes?
 - How do we react to other people's mistakes?
 - Can you recall situations in which people used their right to make mistakes as an excuse for not making any effort, not paying attention, etc?
- Let's review pages 22-23 of the "Pupils' Rights Notebook" and inquire:
What does it mean – "the right to make mistakes"? Why is it considered as a right?
" The responsibility to learn from mistakes" – why is it important?
Is it possible for someone to never make mistakes?
 - Let's imagine a world in which pupils are forbidden to make mistakes:
How would such a world look like? How would children behave in it? And what about adults – How would they behave? How could children learn new things in it? Etc.

Language of rights = Language of boundaries



Whoever believes that each person should live in dignity and have rights, must know that each person has the right and the duty to be responsible for his actions.

This is the autonomous man, who recognizes his freedom but knows that where his freedom ends, starts the freedom of his fellow man.



Introductory Meeting: The right to make mistakes and the ability to learn from mistakes*

Goals

1. Introduce pupils to this right.
2. Encourage preservation and protection of rights.

Activity Steps

- **Let's observe the illustration:**

Let's take a look at the two children on the right hand side of the illustration.



What are they doing? Let's try to guess what they're feeling/thinking/saying? Why?


- **Let's pick one child from the illustration and describe:**

What was the mistake he made? Who was harmed by this mistake? What did he do after discovering his mistake? What would you like to say to this child? What would you suggest to him?

- **Now, let's refer to the text:**

We shall inquire whether it's allowed/disallowed to make such mistakes. We'll categorize the mistakes on this list according to: mistakes that might harm me or others; mistake that happen/don't happen to us; mistakes that are allowed/disallowed to happen.

* Summarized from "Key for cultivating inter-personal communication and creating a standards-based climate", Social Education Division, Department of Primary Education.

A vertical illustration on the left side of the page shows a person with a bald head and a purple shirt climbing a tree trunk. The tree has green leaves and a brown trunk. The background is a light blue sky.

We will refer to situations in which we've made mistakes: we'll describe one incident in which we've made a mistake. How did we discover that we've actually made a mistake? What did we say/think/feel? What can we learn from this incident?

- **Taking responsibility and exercising this right – from theory to practice:**

Let's pick a few of the mistakes we've mentioned and decide: What should our attitude be towards these mistakes? What should we do to prevent such mistakes from happening in our class? What if someone will make such mistakes anyway? How will we react to that? How can we help him to get over it?



Enrichment Meeting: Decision making

Goals

1. Allow pupils to examine the relation between taking decisions and mistakes.
2. Examine the relation between acting advisedly and the right to make mistakes.
3. Develop wise-decision-making skills.

Activity Steps

Group work

Class will be divided into three groups.

Each group will receive an assignment card.

Assignment card 1:

1. Each pupil will describe to his group an incident in which he had to take a decision how to act.
2. Group will choose one incident.
3. Determine the best course of action, through the use of a rational model for decision making.

The rational model of decision making

According to this model, a good decision can be made only after passing through all the indicated stages:


Stage A: Formulating the problem

Stage B: Gathering information.

Stage C: Coming up with different options/alternatives for solving this problem.

Stage D: Examining every option/alternative: what are the advantages and disadvantages of it?

Stage E: Choosing an alternative which is accepted by everybody.



Assignment card 2:

1. Each pupil will describe to his group an incident in which he had to take a decision how to act.
2. Group will choose one incident.
3. Determine the best course of action, through the use of the "Six Thinking Hats" Model created by Edward de Bono.

Edward de Bono's "Six Thinking Hats" Model*:

According to this model, each of the participants presents his considerations for and against a certain course of action by using the appropriate hat color.

White hat – Information

Presenting the existing information as facts, numbers, well-established estimations, etc.

Raising additional questions to complete missing information.

Blue hat – Being guided by the process of thinking

Defining a goal for the process and monitoring its execution.

Guiding group to focus during the discussion on its goal.

Conducting a discussion with interim and final conclusions.

Black hat – Judgmental and negative thinking

Finding and providing arguments about disadvantages, weak points and dangers.

Examining all the negative implications of the plan.

Green Hat – Creativity

Coming up with new ideas; presenting alternatives and additional ideas.

Yellow Hat – Positivity

Presenting positive and optimistic sides, benefits and positive implications.

Red Hat – Emotions

Presenting feelings and intuitions as part of the thinking process.

* De Bono, A (1996). Six Thinking Hats. Kinneret Publishing.

Assignment card 3:

1. Each pupil will describe to his group an incident in which he had to take a decision how to act.
 2. Group will choose one incident.
 3. Determine the best course of action.
-
- Each group will be allowed to present its end-results and to describe its decision-making process.
 - Has the group reached a good decision?
 - Is there a chance of making a mistake? What causes this chance to exist?
 - Was there a difference between the group who hasn't received any decision-making model to the two other groups? How was this difference reflected?
 - What's the significance of a well-judged choice?
 - What's the benefit of taking decisions based on proper judgment?
 - What's the significance of learning from mistakes? How is it reflected in each of the described models?





Building Agreements' Meeting: From right to responsibility

Goals

1. Create dialogue tools and channels between teachers, parents and pupils.
2. Initiate the preservation of rights of both adults and children, and allow these rights to be exercised.
3. Build agreements and codes of conduct allowing preservation of rights.
4. Cultivate alternatives for solving conflicts, based on fairness and agreement.
5. Encourage the use of the "Language of Rights" and recognizing the principle "The boundaries of my rights define the rights of others".

Activity Steps

• Taking a stand

We shall hang two big boards/Bristol papers and write on them: "My right to make mistakes" "My responsibility to learn from my mistakes".

Participants will receive crayons in different colors: pupils – green, teachers – blue, parents – red.

All participants will be allowed to write or draw remarks, examples or stories on both boards.

The boards will be hanged outside the classroom, and teachers, parents and pupils will be invited to continue and write their remarks.

After examining the "Graffiti of Rights" and "Graffiti of Responsibility", we shall inquire:

Which remarks/examples can be translated into codes of conduct?

How can we ensure that these codes will be preserved over time?

The principals will be written down on paper, which will be signed by the participants.

• Taking responsibility

"What can we do to ensure that each one will carry out his responsibility and be able to exercise his right?"

"How can we notify about a violation of a right, and to whom?"

- **We will inform and involve parents, teachers and pupils about these rules, as follows:**

We shall hang the rules on the school's walls and ask children, teachers and pupils for remarks and suggestions.

We shall operate a special stand during recess time.

We could send parents a letter, describing the rights and the principals of conduct, and ask them to sign on a school treaty including all the rights and responsibilities of parents, teachers and pupils.



"Any human being has rights.

A person must be responsible for his actions, since the boundaries of his rights define the rights of others".

An illustration of a school building with a basketball court in the foreground. A group of people, including a man with a child, a woman, and a man with a clipboard, are standing in the courtyard. In the background, a woman in traditional Indian attire is talking to a child sitting on the ground. The scene is set in a schoolyard with trees and a fence.

My right to preserve my birth-name, my family's traditions and my culture, and to be proud of my nationality.

My responsibility to respect and cooperate with the traditions and cultures of others





Introductory Meeting: My cultural and national identity

Goals

1. Clarify the significance of this right.
2. Examine the significance of preserving one's birth-name.
3. Encourage tolerance and openness towards those who are different.
4. Clarify the relation between the Convention for the Rights of the Child and different types of regimes.

Activity Steps

Group work

- Class will be divided into 4 groups. Each group will receive an assignment card.

Assignment card:

1. Each group member shall explain the meaning of his name and tell the story behind it.
2. Which types of names exist in the group?
3. Which concepts and values are reflected in the stories of the different names?
4. Conduct a discussion and clarify the relations of the different names to the culture and nationality of each group member.
5. Group's product shall be displayed on Bristol paper, reflecting the meanings of the different names in the group and the relation of each name to a nationality or a culture.


• Now, let's conduct a discussion

Each group will present its end-product and we will discuss the following questions:

What can we learn from the stories behind the different names?

What can we learn about the culture and identity of the citizens of a certain country through their names?

What can we learn about a country offering this right to its citizens, compared to a country



in which this right doesn't exist?

Let's review pages 24-25 of the Pupils' Rights Notebook.

It needs to be explained that the Convention on the Rights of the Child is the most important and comprehensive international paper, up to date, regarding children's rights.

- Pupils shall receive articles 7 and 8 of the Convention on the Rights of the Child

Article 7

1. The child shall be registered immediately after birth and shall have the right from birth to a name, the right to acquire a nationality and, as far as possible, and the right to know and be cared for by his or her parents.

2. States Parties shall ensure the implementation of these rights in accordance with their national law and their obligations under the relevant international instruments in this field, in particular where the child would otherwise be stateless.

Article 8

1. States Parties undertake to respect the right of the child to preserve his or her identity, including nationality, name and family relations as recognized by law without unlawful interference.

2. Where a child is illegally deprived of some or all of the elements of his or her identity, States Parties shall provide appropriate assistance and protection, with a view to re-establishing speedily his or her identity.

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- **We will conduct a discussion of the following:**

- "My right to preserve my birth-name, my family's traditions and my culture, and to be proud of my nationality" - What does it mean? Why is it considered as a right?
- The responsibility to respect and cooperate with the traditions of others – What does it mean? Why is it considered as a responsibility?
- Why was there a need to include these articles in the International Convention?
- In your opinion - Which countries or regimes have adopted the principles of the International Convention?
- How would you choose to act if your group/class included pupils of other cultures?

Language of rights = Language of boundaries

Whoever believes that each person should live in dignity and have rights, must know that each person has the right and the duty to be responsible for his actions.

This is the autonomous man, who recognizes his freedom but knows that where his freedom ends, starts the freedom of his fellow man.



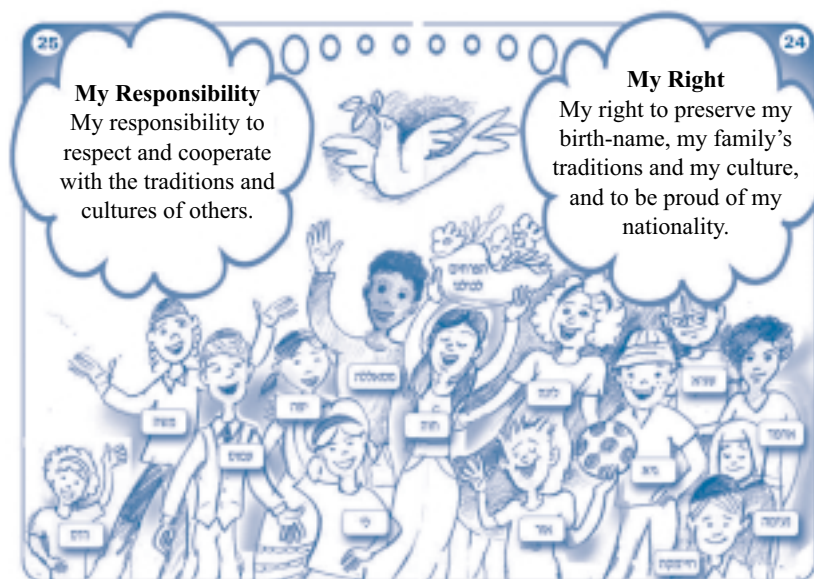
Introductory Meeting: My right to preserve my name, traditions and culture

Goals

1. Clarify the significance of this right.
2. Examine the significance of preserving one's name.
3. Encourage tolerance and openness towards those who are different.

Activity Steps

Let's observe the illustration and discuss the following:



Describe the similarities/differences between the different characters in the illustration.


Let's refer to the children's names: What information do they convey?

Let's choose a character, which is particularly appealing to us, and try to guess what his/her country of birth is, where does he/she live, as well as his/her special traditions, unique foods, religion, language, etc. What did we base our assumptions on? Were our assumptions similar/different from the assumptions of others? What can we conclude out of this?

- **Now, let's refer to the text:**

Let's locate important words such as: traditions, nationality, culture, etc, and look them up in

* Summarized from "Key for cultivating inter-personal communication and creating a standards-based climate", Social Education Division, Department of Primary Education.



the dictionary?

We will inquire whether there's a relation between traditions, nationality and culture. How? Examples need to be given.

We will pick one of the characters and try to guess whether his/her friends/teachers/community are preserving/violating the rights indicated in the text balloon.

How do you think this character feel after its rights are exercised / violated? What does he/she say, and to whom? When?

- **We will try to recall a meeting we had with an immigrant – child or adult:**

What were the unique characteristics you had recognized? For example: clothes, traditions, foods, language.

How did you feel during the meeting? Were there things that seemed familiar/unfamiliar or even weird?

Did you talk to each other during the meeting? If yes - About what? What would you like to say to him/her now, that you didn't say then?

We will clarify how to behave towards traditions/customs of different congregations and nations, and why.

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- **Taking responsibility and exercising this right – from theory to practice:**

We will dedicate a special time-frame in which all the pupils of the class could present the story behind their names and/or traditions, foods, songs and games that are common in their home or family.

These personal presentations will be documented into a class album, and/or displayed in a dedicated corner of the classroom.



Enrichment Meeting: The right for identity

Goals

1. Clarify the significance of the concept "identity".
2. Understand the role of an individual or a group in preserving this right.
3. Educate for tolerance and respect towards others.

Activity Steps

- **Let's create a multi-cultural exhibition**

Each pupil will be asked to bring various items characterizing his/her culture or family, for example: hats, jewelry, furnishing items, food, etc.

Each pupil will prepare a "business card" for each item he brings: Where did it come from? Who brought it? What does it symbolize/represent? What is it used for? Who uses it? Etc.

Each pupil will be allowed to present his items and their "business cards".

We will prepare an exhibition, named: "The right for identity", "My identity is who I am".

- **We shall discuss the differences between the traditions of various cultures:**

Wedding traditions, prayer, holidays, languages, clothes, jewelry, furnishing, family values, friendship, mourning traditions, etc.

We will clarify that our personal identity is largely based on our culture, language, heritage and traditions.


- **Preserving this right**

We will clarify that the pupils of every class or school belong to a variety of cultures, and we must allow each one to feel that he belongs – to the class, school and country.

Let's discuss: How can we get to know other people's traditions and cultures throughout the course of the year?

Here are a few ideas:

- Creating an event calendar for the different cultures of the class.

- 
- Creating a journal of traditions and cultures, in which every family will describe one of its unique traditions.
 - Inviting family members to speak about their nation-of-origin and culture.
 - In every holiday – hanging photos of the different families and describing the different traditions.
 - Creating a "Name Stories" book of all the pupils: What's the meaning of my name? Who gave it to me? Etc.



Building Agreements' Meeting: "A declaration to all the different elements at school"

Goals

1. Build agreements and codes of conduct, facilitating preservation of rights.
2. Create dialogue tools and channels between teachers, parents and pupils.
3. Cultivate alternatives for solving conflicts, based on fairness and agreement.
4. Initiate the preservation of rights of both adults and children, and allow these rights to be exercised.
5. Encourage the use of the "Language of Rights" and recognizing the principle "The boundaries of my rights define the rights of others".

Activity Steps

Class will be divided into four groups.

Note: If parents and teachers participate as well, it is recommended to create mixed groups.

Each group will receive an assignment card.

Assignment card of group 1


You need to formulate one article for the "Declaration to all the different elements at school", regarding the right for identity, recognition and multiculturalism, and the way this right should be implemented at school.

Who should be approached when this right is violated?

You may find assistance in few of the principals indicated in the Universal Declaration of Human Rights, 1948: "Recognition of the inherent dignity of all members of the human family is the foundation of freedom, justice and peace in the world. All human beings shall enjoy freedom of speech and belief and freedom from fear and poverty. Human rights should be protected by the rule of law."

Assignment card of group 2

You need to formulate one article for the "Declaration to all the different elements at school",



regarding the right for identity, recognition and multiculturalism, and the way this right should be implemented at school.

Who should be approached when this right is violated?

You may find assistance in few of the principals indicated in the Universal Declaration of Human Rights, 1948: "Everyone has the right to be presumed innocent until proved guilty according to law in a public trial. No one shall be subjected to arbitrary interference with his privacy, family, home or correspondence, nor to attacks upon his honor and reputation. Everyone has the right to the protection of the law against such interference or attacks. Everyone has the right to freedom of movement and residence within the borders of each state. The family is the natural and fundamental group unit of society and is entitled to protection by society and the State."

Assignment card of group 3

You need to formulate one article for the "Declaration to all the different elements at school", regarding the right for identity, recognition and multiculturalism, and the way this right should be implemented at school.

Who should be approached when this right is violated?

You may find assistance in few of the principals indicated in the Universal Declaration of Human Rights, 1948: "All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood. Everyone has the right to life, liberty and personal security. All are equal before the law and are entitled without any discrimination to equal protection of the law."

Assignment card of group 4

You need to formulate one article for the "Declaration to all the different elements at school", regarding the right for identity, recognition and multiculturalism, and the way this right should be implemented at school.

Who should be approached when this right is violated?

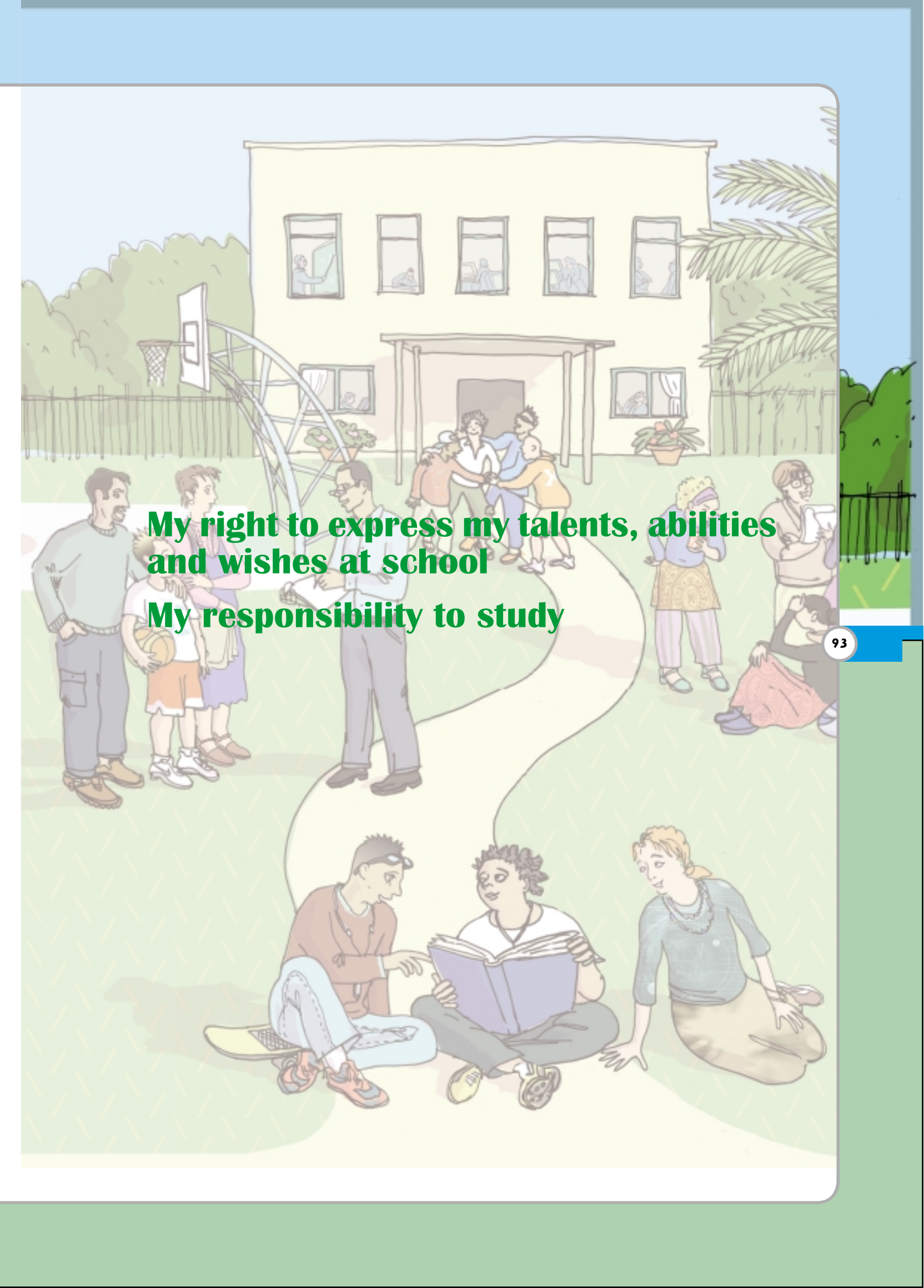
You may find assistance in few of the principals indicated in the Universal Declaration of Human Rights, 1948: "Everyone has the right to freedom of thought, conscience and religion; this right includes freedom to change his religion or belief, and freedom, either alone or in community with others and in public or private, to manifest his religion or belief in teaching, practice, worship and observance. Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers. Everyone is entitled to a social and international order in which the rights and freedoms set forth in this Declaration can be fully realized."

All the suggested articles for the declaration shall be written on Bristol paper and published all over school.

These articles will form a base for creating a School Convention.

"Any human being has rights.

A person must be responsible for his actions, since the boundaries of his rights define the rights of others".



My right to express my talents, abilities and wishes at school
My responsibility to study





Introductory Meeting: Every individual is unique

Goals

1. Encourage preservation of rights and creation of a society that respects those who are different.
2. Introduce pupils to their rights as pupils/citizens/children.
3. Initiate preservation of other people's rights and facilitate the implementation of these rights.
4. Discuss the natural right for education, as indicated in the International Convention on the Rights of the Child.

Activity Steps

- Group work on assignments.

Each group will receive the following assignment card:

Choose one of the following ideas and work on it as a team:

1. Create a newspaper about children's rights at school.
2. Prepare stickers promoting the right to express your talents, abilities and wishes at school.
3. Write a story or a song relating to a situation in which the exercise of the right to express talents, abilities and wishes at school is prevented.
4. Prepare an educational game about the right to express talents, abilities and wishes at school.
5. Prepare a play demonstrating the right to express talents, abilities and wishes at school.
6. Prepare an educational computer presentation about the right to express talents, abilities and wishes at school.
7. Come up with another idea and implement it.

Prepare for a presentation.

Now, let's conduct a discussion

- What's the point of having different assignments? What made us choose a certain assignment over the others?
- How did we feel when we had to choose?
- Is it important to offer a multi-optional choice?
- With which type of assignment do we perform best? Why?

Language of rights = Language of boundaries



Whoever believes that each person should live in dignity and have rights, must know that each person has the right and the duty to be responsible for his actions.

This is the autonomous man, who recognizes his freedom but knows that where his freedom ends, starts the freedom of his fellow man.



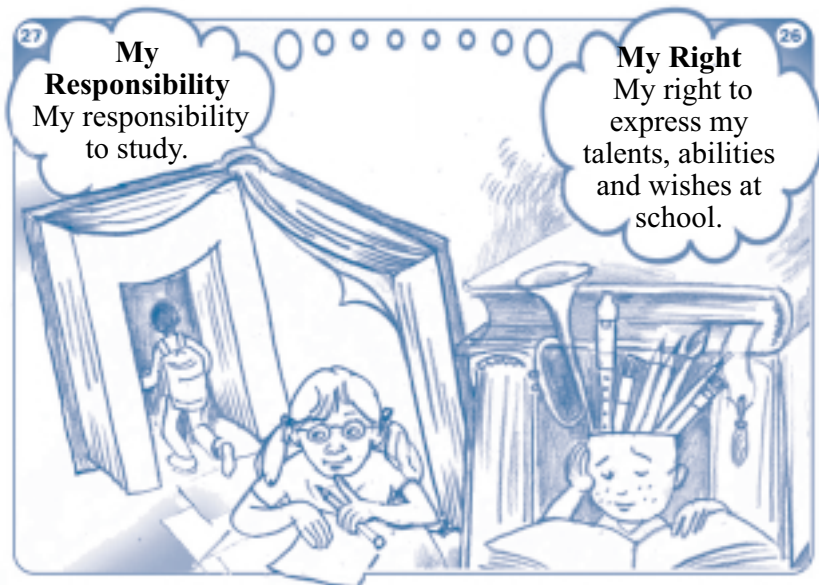
Introductory Meeting: The right to express talents, wishes and abilities*

Goals

1. Encourage preservation of rights and creation of a society that respects those who are different.
2. Introduce pupils to their rights as pupils/citizens/children.

Activity Steps


Let's observe the illustration and discuss the following:



- What are the characters in the illustration doing? What are they thinking about? What are they feeling?
- Why are there crayons, pencils and music instruments inside the child's head?
- We will pick one character and use a song/letter/questionnaire/interview to inquire with him/her: What are his/her unique abilities? In which way does he/she want to express his/her talents/abilities at school?

• Now, let's refer to the text:

Let's read the text inside the balloon on the right and discuss: Why is it important that each one will be able to express his unique talents, and in which ways can we express our talents / abilities? Who can help us in that?



Now, let's read the text inside the balloon on the left and inquire whether we agree with it unconditionally, in any situation and under any condition? Why? How is each one of us responsible for studying?

We'll try to recall an educational assignment/social activity, in which we expressed ourselves in a way we feel good with:

- What was the assignment/activity? How did you express yourself? What did you enjoy particularly? Why?
- In which other ways would you have liked to carry out this assignment and to express your talents?
- How did you feel before/during/after the assignment/activity? Why?

● **Taking responsibility and exercising this right – from theory to practice:**

- Let's create a table in which every pupil can write his talents/abilities. We will write suggestions for frameworks/activities in which these talents can be expressed, in the classroom and at school.
- We will discuss the suggested frameworks/activities and inquire which of them suits best each one of the pupils.
- We will dedicate proper time and space in which every pupil will be able to demonstrate his talents in the frameworks/activities that were determined.



Enrichment Meeting: My responsibility to study

Goals

1. Allow pupils to examine the meaning of "Responsibility to study".
2. Determine principals for taking responsibility.
3. Preserve other people's rights to study and allow them to exercise these rights.

Activity Steps

- Let's imagine a "fairy-tale school", in which every pupil expresses his talents and wishes:
 - How does this school look like?
 - Which types of voices are heard in it?
 - Are the children studying individually or in small groups?
 - What are the pupils engaged in, and with whom?
 - How do the teachers assist/teach the pupils?
 - What's the atmosphere at school?
 - Is there a chaos at school, or is there an atmosphere of order and organization?
 - Would you like to study in such a school? Why?
 - What are the disadvantages of such a school?
 - Other ...


● Commitment to study

Two pupils will be picked for role playing, as follows:

1st participant – A new pupil at school.

2nd participant – An old pupil.

The settings: The old pupil volunteered to tutor the new pupil. The new pupil doesn't understand the meaning of taking responsibility to study, and the old pupil needs to explain what is expected from him and how he should act.



We will prepare an extra chair and allow other pupils to "jump in" and take part in the role playing: Each pupil can sit on the empty chair and join the conversation only once during the game, and as he finishes what he has to say – he must immediately get up and make room for other pupils who like to join.

- **Now, let's conduct a discussion**

1. Why do you think the right to express talents and wishes is presented next to the responsibility to study?
2. Are we solely responsible for our studying? Who can support us in taking this responsibility? Who else can we approach?
3. How would the teacher–pupil and pupil-pupil relationships change if each of the pupils took responsibility for his studying?



Building Agreements' Meeting: From a school to an educational institution

Goals

1. Build agreements and codes of conduct, facilitating preservation of rights.
2. Create dialogue tools and channels between teachers, parents and pupils.
3. Cultivate alternatives for solving conflicts, based on fairness and agreement.
4. Initiate the preservation of rights of both adults and children, and allow these rights to be exercised.
5. Encourage the use of the "Language of Rights" and recognizing the principle "The boundaries of my rights define the rights of others".

Activity Steps

- Let's conduct a school symposium about: "My school as an educational institution", led by representatives of pupils, parents and teachers.

Each representative will present the current state of affairs and the desired one, and then respond to questions. For example:

- What does it mean to define school as an educational institution?
 - How can we find out what's important for the pupils?
 - How can pupils study and have a sense of appreciation for the studied material?
 - How to respond to the unique needs of different pupils?
 - Which change should be made at school or in the classroom to preserve this right, and who needs to do it?
 - What's the responsibility of pupils, teachers, school management and parents?
- **Establishing agreements**
 - We will conclude the Symposium by establishing school agreements regarding the undisputed as well as the disputed matters.

Further class and school discussions will be conducted to create mutual agreements.



"Any human being has rights.

A person must be responsible for his actions, since the boundaries of his rights define the rights of others".

An illustration of a school building with a basketball court in the foreground. Several people are walking around the school. The text is overlaid on the scene.

My right to receive medical care at any given time, to be vaccinated and undergo necessary tests such as eye-sight and hearing tests.

My responsibility to safeguard my health and provide medical information to the appropriate bodies.

My responsibility to assist sick children as much as I can.





Introductory Meeting: The right for a healthy life

Goals

1. Recognize and understand the significance of this right.
2. Create a link between the right and the responsibility.
3. Understand that I can influence the way other people exercise their right for a healthy life.
4. Understand the universal significance of this right.

Activity Steps

Class will be divided into three groups.

Each group will receive a short reading segment and an assignment card.

Assignment card of group 1


Review the reading segment and answer the following questions:

A segment from the Pupils' Rights Notebook:

"My right to receive medical care at any given time, to be vaccinated and undergo necessary tests such as eye-sight and hearing tests. My responsibility to safeguard my health and provide medical information to the appropriate bodies. My responsibility to assist sick children as much as I can."

1. Why do you think was it needed to include such an article in this document?
2. Why is it defined as a right?
3. Who is responsible to preserve this right? How will it be reflected?
4. What do you - as pupils - need to do to ensure the exercise of this right?
5. Who can you report to in case this right is not exercised at your home, in your family, or at school?

You need to prepare a drawing/story/play demonstrating the right and the responsibilities and present it to the class.



Assignment card of group 2

Review the following segment from the International Convention in the Rights of the Child:

"States Parties recognize the right of the child to the enjoyment of the highest attainable standard of health and to facilities for the treatment of illness and rehabilitation of health. States Parties shall strive to ensure that no child is deprived of his or her right of access to such health care services."

Why do you think was it needed to include such an article in this document?

Why is it defined as a right?

Who is responsible to preserve this right? How will it be reflected?

What do you - as pupils - need to do to ensure the exercise of this right?

Who can you report to in case this right is not exercised at your home, in your family, or at school?

You need to prepare a drawing/story/play demonstrating the right and the responsibilities and present it to the class.

Assignment card of group 3

Review the following segment from Article 3 of the Universal Declaration of Human Rights, 1948:

"Everyone has the right to life, liberty and personal security."

Why do you think was it needed to include such an article in this document?

Why is it defined as a right?

Who is responsible to preserve this right? How will it be reflected?

What do you - as pupils - need to do to ensure the exercise of this right?

Who can you report to in case this right is not exercised at your home, in your family, or at school?

You need to prepare a drawing/story/play demonstrating the right and the responsibilities and present it to the class.

We will summarize the views and opinions of the different groups into the following table:

I can Influence my right for a healthy life	I can influence other people's right for a healthy life	Others can Influence my right for a healthy life

Language of rights = Language of boundaries



Whoever believes that each person should live in dignity and have rights, must know that each person has the right and the duty to be responsible for his actions.

This is the autonomous man, who recognizes his freedom but knows that where his freedom ends, starts the freedom of his fellow man.





Introductory Meeting: The right to receive medical care

Goals

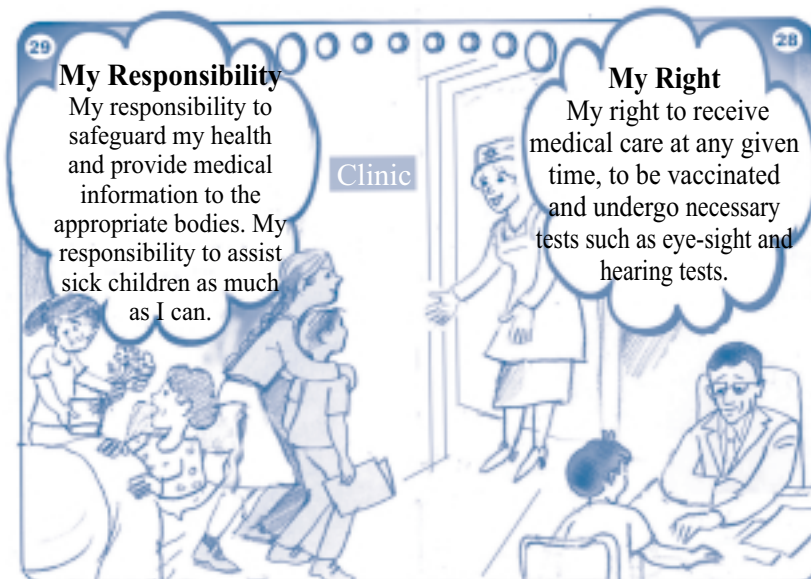
1. Recognize and understand the significance of this right.
2. Create a link between the right and the responsibility.
3. Understand that I can influence the exercise of other people's right for a healthy life.

Activity Steps

Let's observe the illustration and discuss the following:

Who do you see in the illustration? Where are they? Why are they there?

Let's pick one boy/girl that came to receive medical care, and try to guess: Why does he/she need medical care? Who had scheduled their clinic appointment? With whom did they arrive to the clinic? Why? How are they feeling? Why? What are their fears/thoughts/wishes?




- **Let's refer to the text**

When do we receive medical care? Where can we receive it? Who can provide medical care and who is allowed to do so?

- **We will discuss the meaning of the sentence - "My responsibility to safeguard my health":**

How can each and every one of us safeguard his health? Examples: Wash hands with water

* Summarized from "Key for cultivating inter-personal communication and creating a standards-based climate", Social Education Division, Department of Primary Education.



and soap, brush teeth regularly, keep body clean, throw garbage to the bin, keep classroom and schoolyard clean, eat diversified food, eat less candies, dress according to weather, get your immunizations on time, say when you're in pain, go to the doctor for check-ups, obey doctor's orders, exercise your body, etc).

Who can assist us in safeguarding our health? We shall refer to people/functionaries such as: teachers, friends, parents, school nurse, family doctor, dentist, etc.

What do sick/injured people need? Why is it important to support them? How can we support them? What can encourage them? We can prepare a list of cheering words for sick/injured children.

- **Let's try and recall a medical treatment or vaccination we received lately:**

What happened? Why? When? Where?

Look at the information written in your personal vaccination certificate. For whom is this information important? Why?

- **Let's pick one treatment/vaccination from the certificate and refer to the following aspects:**

- **Before the treatment/vaccination:** What were you thinking? Were you afraid? From what? What helped you in facing these fears? How?
- **During the treatment/vaccination:** How were you behaving? Who was next to you? Which kind of help did you wish for? What help/assistance/support did you receive, and from whom?
- **After the treatment/vaccination:** What were you feeling? What were you thinking about? What were you told? What were your conclusions?

- **Taking responsibility and exercising this right – from theory to practice:**

We shall come up with different ways to assist friends who are sick or injured and cannot attend school.

We will organize a shift rotation schedule and write down: names, addresses, telephone numbers, etc.

We will indicate different aspects that need to be verified before a visit, such as: Patient needs, length of absence from school, place of residence, parents' consent, "is it allowed/advisable to visit", etc.



Enrichment Meeting: Building an educational program

Goals

1. Build agreements and codes of conduct, facilitating preservation of rights.
2. Create dialogue tools and channels between teachers, parents and pupils.
3. Cultivate alternatives for solving conflicts, based on fairness and agreement.
4. Initiate the preservation of rights of both adults and children, and allow these rights to be exercised.
5. Encourage the use of the "Language of Rights" and recognizing the principle "The boundaries of my rights define the rights of others".

Activity Steps

Class will be divided into groups. Each group will receive an assignment card.

Assignment card:

You were chosen by the school's management to suggest an activity day/week about a certain aspect of health education.

For example: Dental care, balanced nutrition, etc.

Write the suggested program on a Bristol board and hang it in the classroom.

● Exercise – taking a stand

Each group will perform a short presentation of its program.

- We shall allow pupils to review programs of other groups.
- We shall allow pupils to express their view about the feasibility of their program, by using red and green stickers (or alternatively – colored India ink).

Pupils will write the difficulties in implementing the program on red stickers, and reasons for implementing the program – on green stickers.

Note: Each program can have few stickers – each sticker representing one consideration.



- **From theory to practice**

Let's pick the program that received the highest number of green stickers and determine ways to implement it.



Building Agreements' Meeting: From right to responsibility for health

Goals

1. Create dialogue tools and channels between teachers, parents and pupils.
2. Cultivate alternatives for solving conflicts, based on fairness and agreement.
3. Initiate the preservation of rights of both adults and children, and allow these rights to be exercised.
4. Encourage the use of the "Language of Rights" and recognizing the principle "The boundaries of my rights define the rights of others".

Activity Steps

Let's prepare a letter of guarantee for preserving the right to receive medical care at any given time.

The letter of guarantee should include an explanation of parents/teachers/pupils' commitment and the way it is implemented at school.

Here's an example for the structure of such a letter of guarantee:

For: "Al'alim" school, Kiryat Ono

Subject: Letter of Guarantee

First Name _____ Last Name: _____

Parent/Pupil/Teacher (circle the correct one)

Class _____ at "Al'alim" school in Kiryat Ono.

I, the undersigned _____ hereby commit to the following:

1. I hereby declare...
2. Knowing that...
3. Whereas...
4. In case...

Date _____ Signature _____



"Any human being has rights.

A person must be responsible for his actions, since the boundaries of his rights define the rights of others".



My right to preserve my religion, to keep its commandments, and use the language I'm most comfortable with in the appropriate frameworks.

My responsibility to respect the religion and faith of every person.





Introductory Meeting: Learning about the different religions

Goals

1. Introduce pupils to this right.
2. Examine the significance of the right to preserve one's religion.
3. Introduce pupils to different religions and faiths within the State of Israel.
4. Encourage openness and tolerance towards other religions.

Activity Steps

● Group Work

Class will be divided into four groups. Each group will receive an assignment card.

Each group will create an "education center" about one religion.

Assignment card:

You need to create an "education center" about the religion and faith of Jews/Christians/Muslims/Druze/Cherkessians.

Information can be collected from various sources: Newspaper clips, encyclopedias, etc.

You can prepare information cards, assignment cards and activities:

1. Formulate relevant questions.
2. Choose one question, discuss it and suggest answers.
3. Organize the "education center".
4. Plan proper guidance for the class pupils: What's in the center? How should one work in the center?
5. Describe to the class the process of creating the center.

Each group will present its center and allow pupils to experience it.

● **Now, let's conduct a discussion:**

What can we learn about the similarities/differences between different nations and religions?

Is it important for us to know about other nations and religions? Why?

How can we respect nations and religions? What should we do?

Each of the pupils will say in his turn:

When do I expect others to respect me and my religion? Who do I expect to respect me? How does it need to be reflected?

"I will be very disturbed if..."

"I will be hurt if..."

"I expect others to respect my religion by..."

● Let's review pages 30-31 of the Pupils' Rights Notebook and clarify:

"The right to preserve my religion, keep its commandments and use the language I'm most comfortable with in the appropriate frameworks" – What does it mean? Why is it regarded as a right?

"The responsibility to respect the religion and faith of every person" – Why is it regarded as a responsibility? What does it mean?

Language of rights = Language of boundaries



Whoever believes that each person should live in dignity and have rights, must know that each person has the right and the duty to be responsible for his actions.

This is the autonomous man, who recognizes his freedom but knows that where his freedom ends, starts the freedom of his fellow man.



Introductory Meeting: My right to preserve my faith and religion*

Goals

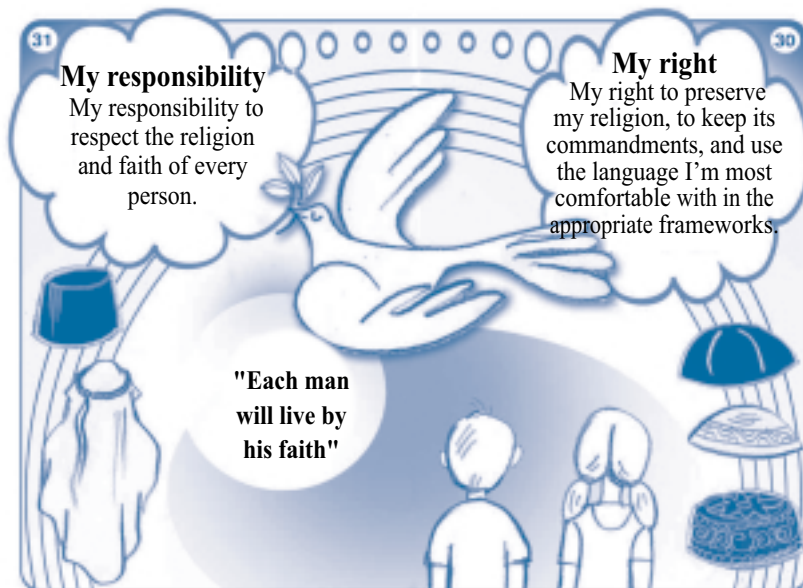
1. Introduce pupils to this right.
2. Examine the significance of one's right to preserve his religion.

Activity Steps

- **Let's observe the illustration and discuss:**

What do we know about the items in the illustration?

Let's pick one item from the illustration and come up with at least three relevant questions. We can refer to its shape, the element it is made of, its significance and where it is located in the illustration.



- **Now, let's refer to the text:**

We will look up in the dictionary the definition of "faith" and give examples of different faiths and religions.

We will characterize the different faiths and religions, referring to religious ceremonies, traditions, unique days along the year, etc.

We shall discuss the significance of the phrase: "Each man shall live by his faith". Do we agree with it in every situation and under any condition? Why?

* Summarized from "Key for cultivating inter-personal communication and creating a standards-based climate", Social Education Division, Department of Primary Education.



- **Now, let's conduct a discussion:**

We will describe a situation in which we acted according to our faith. What was the reaction of the people around us? How did we feel?

We will try to recall situations in which we couldn't act according to our faith. What/who made us feel like that?

We will describe attitudes of people around us with which we feel comfortable to act according to our faith.

We will discuss the attitudes inside a class that implements the phrase "Each man will live by his faith" in its day-to-day activities, special events, Sabbath, holidays, etc.

Which of these attitudes would we like to adopt to our class?

We will establish three norms that promote such attitudes and plan how to implement them in our class.



Enrichment Meeting: Jerusalem and the three religions

Goals

1. Understand the role of the State in preserving the religion of different people and keeping the commandments of each religion.
2. Examine how this right is exercised in Jerusalem.
3. Understand to role of the individual in preserving this right.
4. Educate to tolerance and respect towards others.

Activity Steps

- **Let's conduct a discussion:**

What's the role of the State in protecting the right to preserve the different religions and their commandments?

Which holy places do we know in Israel, and of which religions?

We will discuss the uniqueness of Jerusalem and relevant legislation.

- **Jerusalem is considered sacred for three religions**


Jerusalem has always represented the link between the people of Israel and the land of Israel. Throughout their long exile, the people of Israel longed for Jerusalem, wishing to revive their kingdom in the land of Israel. Jerusalem is not considered sacred just by Jews, but also by Christians and Muslims, and that is actually one of the root causes of the Jewish-Arab conflict in the State of Israel.

Legislation regarding Jerusalem

The Knesset has adopted three laws regarding Jerusalem:

1) Basic Law: Jerusalem – Capital of Israel, was legislated in 1980. It states that Jerusalem is the capital of the Israel, and the seat of the President, Knesset, Government and Supreme Court. The law was signed by Prime Minister Menachem Begin and President Yitzhak Navon.

1. Jerusalem – capital of Israel: Jerusalem, complete and united, is the capital of Israel.

- 
2. Jerusalem is the seat of the President of the State, the Knesset, the Government and the Supreme Court.
 3. Protection of Holy Places: The Holy Places shall be protected from desecration and any other violation and from anything likely to violate the freedom of access of the members of the different religions to the places sacred to them or their feelings towards those places.
- 2) A law regulating the unification of Jerusalem, in which its total area is defined at approximately 27,000 acres.
 - 3) A law allowing free access to members of all religions to their sacred places.

We will examine whether the legislation in Jerusalem enables the exercise of the following right from the International Convention on the Rights of the Child (Article 14):

"Freedom to manifest one's religion or beliefs may be subject only to such limitations as are prescribed by law and are necessary to protect public safety, order, health or morals, or the fundamental rights and freedoms of others."

We will discuss the role of the individual in preserving this right:

How is it reflected? How can I influence the people around me?

Are there sacred places for other religions next to where we live? How are these places preserved? Are they respected? Can we influence the current situation?

Who in our school/neighborhood/town believes in another religion, or speaks another language?

What can we do to influence the way another person exercises his right to preserve his religion and language?



Building Agreements' Meeting: Acting for the benefit of other people's religion and faith

Goals

1. Build agreements and codes of conduct, facilitating preservation of rights.
2. Create dialogue tools and channels between teachers, parents and pupils.
3. Cultivate alternatives for solving conflicts, based on fairness and agreement.
4. Initiate the preservation of rights of both adults and children, and allow these rights to be exercised.
5. Encourage the use of the "Language of Rights" and recognizing the principle "The boundaries of my rights define the rights of others".

Activity Steps

Class will be divided into assignment groups:

We will explain to the pupils that they were chosen to promote the right to preserve one's religion and faith in their school, neighborhood, town and country, and that they need to create an appropriate action plan:

Which activities can be held at school to ensure that this right is exercised and that all the different elements at school carry out their responsibilities?

The action plan shall be scheduled using the following table:

Activity	Means	Who's Responsible?	Schedule (When?)	Expected Result

Each group will present its action plan.

The class will review the suggested plans and decide which activities and assignments should be carried out.



"Any human being has rights.

A person must be responsible for his actions, since the boundaries of his rights define the rights of others".

An illustration of a school building with a basketball court in the foreground. A group of people is gathered in the courtyard. In the foreground, three people are sitting on the grass, looking at a book together. The scene is set in a sunny, outdoor environment with trees and a clear sky.

My right to take part in social activities.

My responsibility to be a good and tolerant friend to others.

My responsibility to ask for assistance when I feel it's needed.





Goals

1. Introduce pupils to this right.
2. Understand the significance of the right to take part in social activities.
3. Develop empathy and a sense of identification towards individuals who are deprived of this right.

Activity Steps

- **A message from outer space**

Pupils will be informed about a message that was intercepted last week. Apparently, this message was sent by a spaceship patrolling around Planet Earth back to its home base. The message is unclear and the pupils are asked to assist in interpreting it.

The message will be read to the class:


"... There's a certain phenomenon that keeps repeating itself. Let me describe it to you ... I see groups of people standing together or doing all sorts of things together... It's something I don't seem to know... I don't understand why they are doing things in groups. I can see one group of people throwing a black and white round object made of leather at each other. They seem quite happy, but when someone drops the round object, they don't seem so happy... I am continuing now to the north... I can see the same phenomenon here as well, only that this time the people are not standing up but sitting on the ground. They are all wearing the same kind of shirt and seem fascinated by what a certain person tells them... I will continue to patrol and report additional incidents later on. In the meanwhile, see if you can find any explanation for this phenomenon."

Interpreting the message

- Let's conduct a discussion:

What do you think the message describes?

Which other examples will the aliens come across?



Do you think the aliens will like to adopt this type of conduct in their own planet? Why?

Let's write on the board a list of social activities.

Now, let's read to the class the rest of the intercepted message:

"Sometimes I come across an interesting phenomenon: next to these groups I see someone who's not taking part in the activity, although he seems to take interest in it. Sometimes I even see that this person is being driven away. Maybe he has some kind of a secret function that I still need to discover. Otherwise, I have no explanation for this phenomenon."

● **Let's conduct a discussion:**

- What do you think the message describes?
- Do you think this attitude can be observed in other situations? Why? Where? When?
- Which emotions, thoughts and feelings (of the individual and of the group members) can be added to the above description?
- Is it important to know the outside appearance of the excluded individual in order to understand this situation? Or to know his characteristics, culture, physical disabilities, etc?
- Now, let's review pages 32-33 of the Pupils' Rights Notebook –

"The right to take part in social activities"

- Pupils will receive a segment of the International Convention on the Rights of the Child, which was ratified by Israel:

Article 2

1. States Parties shall respect and ensure the rights set forth in the present Convention to each child within their jurisdiction without discrimination of any kind, irrespective of the child's or his or her parent's or legal guardian's race, color, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status.
2. States Parties shall take all appropriate measures to ensure that the child is protected against all forms of discrimination or punishment on the basis of the status, activities, expressed opinions, or beliefs of the child's parents, legal guardians, or family members.

Now, let's conduct a discussion

Why is this right included in the Notebook?

What's the relation between discrimination and basic human rights?

What's the relation between social exclusion and basic human rights?

What's the relation between hurting somebody and not taking sides?

What's the relation between hurting somebody and overlooking such a situation?

"The responsibility to be a good and tolerant friend" – What does it mean? Why is regarded as a responsibility?

What's our responsibility towards the individual and the group when we preserve the right to take part in social activities?

Language of rights = Language of boundaries



Whoever believes that each person should live in dignity and have rights, must know that each person has the right and the duty to be responsible for his actions.

This is the autonomous man, who recognizes his freedom but knows that where his freedom ends, starts the freedom of his fellow man.





Introductory Meeting: The right to take part in social activities*

Goals

1. Introduce pupils to this right.
2. Understand the significance of the right to take part in social activities.
3. Develop empathy and a sense of identification towards individuals who are deprived of this right.

Activity Steps

Let's observe the illustration and discuss the following:

If you could listen to this group of pupils on a class trip – What would you hear? What are they saying and/or singing? Why? What are they feeling? Is there any pupil who hasn't joined this activity?




What can be done to ensure that all the pupils join the social activities?

What should the child do on his part? What can his friends, teachers and parents do?

● Let's refer to the text:

Try to describe – who is a good friend? Who in the illustration acts as a good friend? Based on what?

* Summarized from "Key for cultivating inter-personal communication and creating a standards-based climate", Social Education Division, Department of Primary Education.



Let's draw the child after receiving assistance. Try to imagine: How does he look like? How does he feel?

How can we show our appreciation to the people who assisted him? Let's include it in the drawing.

- **Now, let's discuss a certain social activity:**

How did we feel in the group/social activity? Were there friends who didn't take part? Why? How do you think they felt? Was there anybody who needed assistance? Did he ask for it? How, and from whom?

- **Taking responsibility and exercising this right – from theory to practice:**

Let's plan a social activity in which all the classmates will participate.

We will inquire whether it's important that everybody will participate. Why? If yes, who is responsible to ensure that?

We will decide about the details of this activity and the role of each of the participants.

We will check whether everybody can and want to participate in this activity. If there's anybody who cannot take part, find out why.

We will try to assist this pupil in joining the social activity and feeling an integral part of the class.

What needs to happen so the planned activity will be regarded as a success?



Enrichment Meeting: Promoting a social initiative

Goals

1. Raise awareness for other people's needs.
2. Develop conversation and listening skills.
3. Allow pupils to examine the relation between the right and the responsibility.
4. Encourage initiatives.

Activity Steps

Interview

Introduction

- Make sure the person agrees to be interviewed.
- Sit together in a quiet place, where you will not be disturbed. Explain the purpose of the interview, what you plan to do with its findings and how long it is expected to last.
- Listen without judgment and write precisely what the interviewee says, without imposing your own interpretation.
- Avoid questions interfering with the person's right of privacy.
- Show interest in the things he says – nod your head, reflect and repeat what he says, ask questions, etc.
- Repeat things that were said to ensure that you understood them correctly.
- In conclusion – thank him for his time.

- Pupils will be asked to interview two other pupils during the coming week and present their findings to the class.
- Let's perform a demo-interview with one of the pupils.

Note: It is recommended to guide pupils to conduct interviews with pupils of a different background than themselves (different neighborhood/school/age, etc).



- **Interview Record**

Name of interviewee _____

Name of interviewer _____

Details about interviewee (age/class/school) _____

In which social activity would you like to take part but cannot do so? _____

Why? What is it up to? (Time, money, distance, unavailability of activity, being excluded)

- **Summary of interview findings**

Class will be divided into groups of 4-6 participants.

- Each group will write down its findings on Bristol paper, through answering the following questions:

Which social activities are required?

Why are they not taking place now?

What can we do to change the current situation?

Examples: We can initiate a social activity led by high-school volunteers; we can write a letter; we can invite children from a school for special education in our town to join one of our activities, etc.

- Each group will present its end-product to the class.

We will allow pupils to choose one suggestion for an activity, which will be implemented during the coming month. Pupils will also choose a leading team ("social trustees") that will prepare the activity program and present it to the class.



Building Agreements' Meeting: From right to responsibility

Goals

1. Build agreements and codes of conduct, facilitating preservation of rights.
2. Create dialogue tools and channels between teachers, parents and pupils.
3. Cultivate alternatives for solving conflicts, based on fairness and agreement.
4. Initiate the preservation of rights of both adults and children, and allow these rights to be exercised.
5. Encourage the use of the "Language of Rights" and recognizing the principle "The boundaries of my rights define the rights of others".

Activity Steps

Let' hang two big boards/Bristol papers in the classroom and write on them the following:

"The right to take part in social activities"

"The responsibility to be a good and tolerant friend. My responsibility to ask for assistance when I feel it's needed".

- **Creating Graffiti**

Participants will receive crayons in different colors: pupils – green, teachers – blue, parents – red.

All participants will be allowed to write or draw remarks, examples or stories on both boards.

The boards will be hanged outside the classroom, and teachers, parents and pupils will be invited to continue and write their remarks.

After examining the "Graffiti of Right" and "Graffiti of Responsibility", we shall inquire:

Which remarks/examples can be translated into codes of conduct?

How can we ensure that these codes will be preserved over time?

- We will clarify who can be approached for assistance:

- At school – School counselor, class tutor, school's principle.
- At home – A Parent, a family member.
- In the community – Social worker, support organizations, community psychologist.
- The principals shall be written down on paper, which will then be signed by the participants.

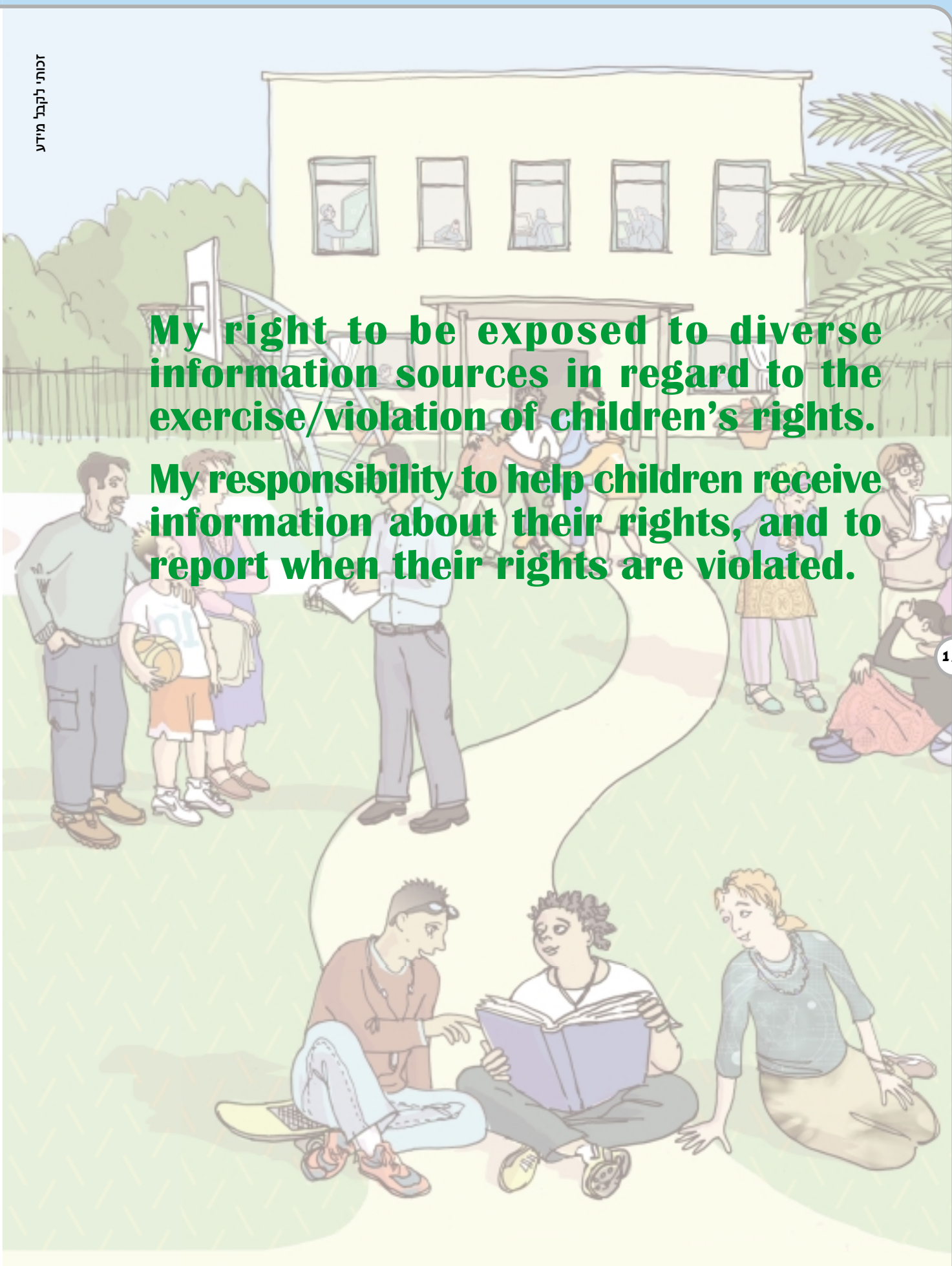


"Any human being has rights.

A person must be responsible for his actions, since the boundaries of his rights define the rights of others".

My right to be exposed to diverse information sources in regard to the exercise/violation of children's rights.

My responsibility to help children receive information about their rights, and to report when their rights are violated.







Introductory Meeting: The right to know

Goals

1. Introduce pupils to the rights in the Pupils' Rights Notebook.
2. Understand the power of knowledge.
3. Learn how to create changes.

Activity Steps

● Everybody is entitled to have rights

Human rights in general and children's rights in particular, could never be taken for granted along the history of mankind. Most countries chose to preserve them through a line of declarations, laws and International Conventions.

- Class will be divided into groups of 6 participants.
- Each group will receive a dice and a game board.
- Game cards will be distributed evenly to all the participants.

● Purpose of the game:

Show pupils that a situation in which only few of the participants know the game rules creates inequality and injustice.

● Required preparations:

Create a summarized list of the game rules – make a copy for each group.

Copy the rule cards – give a set of cards to each group.

● Game instructions:

The winner is the first player to reach 20 points.

Each player, in his turn, advances through the game board according to the number rolled on the dice.

Each player receives a few rule cards – each card with a different rule.

Each card is different from the other cards, and all of them together create the "game's complete rule book".

Players' score shall be written on a piece of paper during the game.

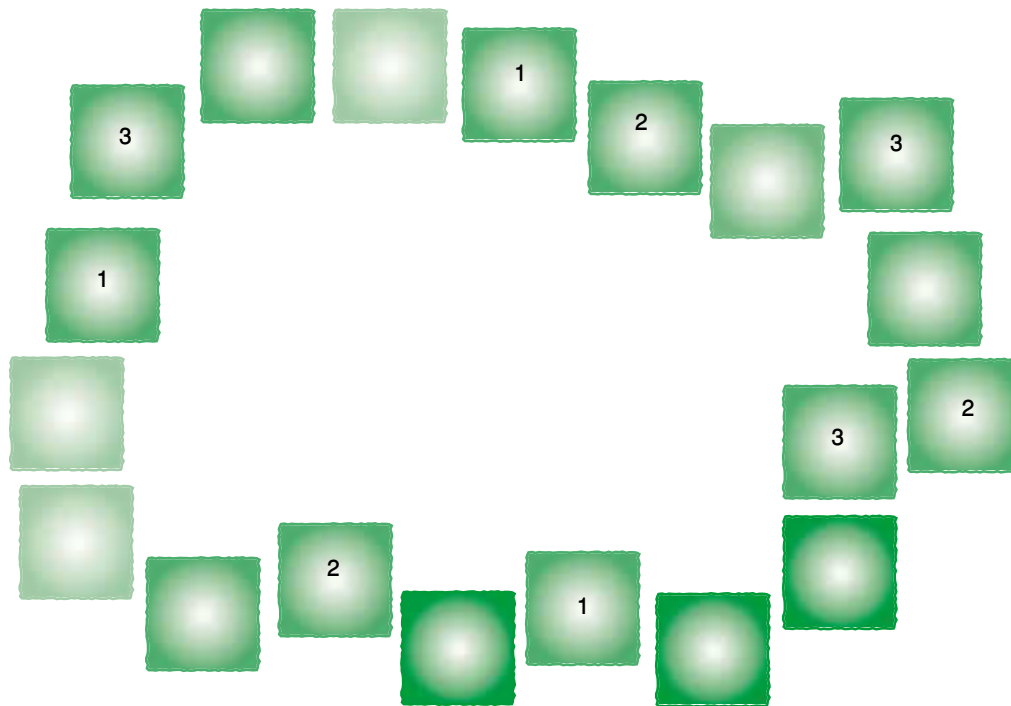
Note: At this stage, the game items shall be handed to the different groups, except the summarized list of rules. Only one pupil from each group will receive this list, upon his request.

● **Summarized list of game rules***

1. Each player advances according to the roll of the dice.
2. Landing on a red number causes loss of points.
3. Landing on a green number causes gain of points.
4. When the player on your right earns points, you also earn the same number of points.
5. When the player on your left loses cards, you need to give him one point.
6. When a participant with a name starting with the letter "M" plays, you earn one point.
7. When a participant with a name starting with the letter "I" plays, you lose one point.
8. Standing on one foot while rolling the dice earns you one extra point.
9. You can earn two points by telling the game rules that you had received to another player.
10. You can ask the teacher to give you a summarized list of the game rules.

* Make copies according to number of groups


Each player advances according to the roll of the dice.	Landing on a red number causes loss of points.
Landing on a green number causes gain of points.	When the player on your right earns points, you also earn the same number of points.
When the player on your left loses cards, you need to give him one point.	When a participant with a name starting with the letter "M" plays, you earn one point.
When a participant with a name starting with the letter "I" plays, you lose one point.	Standing on one foot while rolling the dice earns you one extra point.
You can earn two points by telling the game rules that you had received to another player.	You can ask the teacher to give you a summarized list of the game rules.

Game Board:

- **Discussion:**

After finishing the game, we will conduct a discussion:

- How did you feel? Why?
 - Was it a fair game?
 - Who eventually won?
 - Who didn't stand a chance to win? Why?
 - Could you have easily won if you knew about the rule: "You can earn two points by telling the game rules that you had received to another player"? Why?
 - "Knowledge is power" – What do you think about this saying?
- Let's refer to pages 34-35 of the Pupils' Rights Notebook and discuss the following:
 - Why do you think this right is related to the game? How?
 - How should we act in real life in order to "earn point", meaning – to live a life of equality and justice?



We will encourage pupils to browse through the entire Rights Notebook and then ask them the following questions:

- Is there any right in the Notebook that you were not aware of?
- Do you have any knowledge about incidents in which your rights, or the rights of others, were violated?
- Why is it that when I interfere with somebody else's right, I might be harmed as well?

Language of rights = Language of boundaries



Whoever believes that each person should live in dignity and have rights, must know that each person has the right and the duty to be responsible for his actions.

This is the autonomous man, who recognizes his freedom but knows that where his freedom ends, starts the freedom of his fellow man.



Introductory Meeting: The right to be exposed to information regarding children's rights*

Goals

1. Introduce pupils to the rights in the Pupils' Rights Notebook.
2. Understand the power of knowledge.
3. Learn how to create changes.

Activity Steps

Let's observe the illustration and discuss the following:

- Let's indicate different information sources observed in the illustration, as well as other information sources. We will specify the advantages and disadvantages of each source.
 - Let's look at the girl, who's exposed to certain information that makes her emotional. Who do you think she's talking with? How does she feel? Why? What can/might make her feel this way? What's the source through which she was exposed to this information? What influence did it have on the manner in which she had received the information? Which other information sources could have helped her to feel differently, or to share her feelings?
-
- **Now, let's refer to the text:**
 - Let's look up in the dictionary the definitions of the terms "exposure", "exercise" and "violation", and discuss their meaning.
 - We will explain the link between these terms and children's rights.

* Summarized from "Key for cultivating inter-personal communication and creating a standards-based climate", Social Education Division, Department of Primary Education.

- We will give examples of information regarding the exercise/violation of children's rights.
- We will inquire which elements in our close surroundings can provide us with information regarding children's rights, human rights, etc.

- **Let's refer to an incident in which a right was violated:**

Which right was violated? How? Who violated it?

Did you approach anyone around you during or after the incident? Who was he/she? What did he/she do after you had approached him/her? Who can we approach in similar cases?

- **Taking responsibility and exercising this right – from theory to practice:**

- **Option A** – Information sources regarding children's rights.

We will prepare a list of public bodies/websites displaying information about children's rights, and indicate the similarities and differences between them.

How can we publicize and inform other children from our class, school and community about our rights?

- **Option B** – "Rights' Box"

We will prepare a box in which pupils/teachers can put letters regarding the exercise/violation of rights at home/classroom/school.

We'll organize a weekly shift for collecting and sorting the letters.

We'll dedicate an appropriate time-frame in which letters will be discussed.

- **Option C** – Examining the exercise/violation of rights in our surroundings

We will appoint pupils to present, on rotation, news clips regarding the exercise/violation of rights.

We will appoint one pupil to report about radio broadcasts regarding the exercise/violation of rights.

We will appoint one pupil to report about relevant information from the TV news.



Enrichment Meeting: Trusting the Convention

Goals

1. Introduce pupils to the International Convention on the Rights of the Child.
2. Understand the significance of the term "convention".

Activity Steps

Introducing the Convention through the "Jigsaw Technique"

- The class will be divided into four groups.
- Each group will receive a segment of the International Convention on the Rights of the Child.¹
- Pupils will be allowed to review it and discuss its implications.
- We can refer them to the "Pupils' Rights" Website.
- Each group will present its segment to the rest of the class.
- What's written in it? What are its implications? Etc.


Group 1

- A child means every human being below the age of eighteen years unless under the law applicable to the child, majority is attained earlier.
- State shall respect and ensure the rights set forth in the present Convention to each child with no exception. It shall take all appropriate measures to ensure that the child is protected against all forms of discrimination.
- In all actions concerning children, the best interests of the child shall be a primary consideration.

Group 2

- The child has the inherent right to life and the State is responsible to ensure his survival and development.
- The child shall have the right from birth to a name, the right to acquire a nationality and, as far as possible, the right to know and be cared for by his or her parents.

¹ Taken from "Teacher/tutor guide – first steps"; written by Amnesty International – Israel branch, 2004; All rights reserved.

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- Where a child is illegally deprived of some or all of the elements of his or her identity, State shall provide appropriate assistance and protection, with a view to re-establishing speedily his or her identity.

Group 3

- State shall combat child abduction by one of his parents or another element.
- The child shall have the right to express his opinion and to have it considered.
- He has the right to seek, receive and impart information of all kinds, either orally, in writing or in print, and in the form of art.
- State shall respect the rights and duties of the parents to provide direction to the child in the exercise of his or her right, in a manner consistent with the evolving capacities of the child.

Group 4

- State shall ensure that the child has access to information and material from a diversity of national and international sources. Special attention should be given to minority groups. The child shall be protected from information injurious to his/her well being.
- Both parents have common responsibilities for the upbringing and development of the child. States shall render appropriate assistance to parents in the performance of their child-raising responsibilities.
- State shall take all appropriate measures to ensure the protection of the child from any form of exploitation. It needs to establish social programs and support services.

After each group's product is presented to the class, we shall discuss the significance of a Convention in general, and the Convention on the Rights of the Child in particular:

The word "convention" in Hebrew comes from the same root as the words "trust", "belief", "reliable", "training", etc.

What's the relation between all these words?

What's the relation between "convention" and "training"?

When we declare about something we believe in, are we also obligated to take action? Why?



Building Agreements' Meeting: "The children's school"

Goals

1. Build agreements and codes of conduct, facilitating preservation of rights.
2. Create dialogue tools and channels between teachers, parents and pupils.
3. Cultivate alternatives for solving conflicts, based on fairness and agreement.
4. Initiate the preservation of rights of both adults and children, and allow these rights to be exercised.
5. Encourage the use of the "Language of Rights" and recognizing the principle "The boundaries of my rights define the rights of others".

Activity Steps

Note: This activity should include parents and teachers.

Participants shall be divided into three action groups: parents group, pupils group and teachers group. Each group will decide collectively how to act.

● Frame story:

"You are a member of the founding committee of a new school, planned to be "The children's school" – the best school in the world, where everybody are treated with respect and consideration; where parents, teachers and pupils act upon mutual agreements. You need to write down how this school would look like, and which commitments are you willing to undertake to ensure its success".

We can assist the groups through a sentence-completion exercise, in regard to taking responsibility and action (I will do; I will initiate; I will work; I will cultivate; I will promote):

"I, as a parent, will work..."

"I, as a pupil, will work for..."

"I, as a teacher, will work for..."

We will allow participants to review information from the "Children's Rights' Website, reference books and printouts of rules and regulations.

These principles of action can be used as a base for a "Class Convention", which will form a foundation for the creation of a "School Convention".



"Any human being has rights.

A person must be responsible for his actions, since the boundaries of his rights define the rights of others".



My right to rest, enjoy, read, play and take part in culture and art activities, as I wish or choose to.

My responsibility to choose the activity I like most during my spare time.

My responsibility to let others enjoy the activities they chose.





Introductory Meeting: Planning and managing our spare time

Goals

1. Clarify the term "spare time".
2. Understand the significance of the right and the responsibilities.
3. Understand how we act in our spare time and what we want to change, where and when.
4. Encourage pupils to take responsibility for their spare time.

Activity Steps

- **Everybody is entitled to have rights**

Human rights in general and children's rights in particular, could never be taken for granted along the history of mankind. Most countries chose to preserve them through a line of declarations, laws and International Conventions.

- Pupils will receive pie-charts on which they will demonstrate a typical day of their life.
- We shall read to the class the right from the Pupils' Rights Notebook: "My right to rest, enjoy, read, play and take part in culture and art activities, as I wish or choose to."
- All pupils will be asked to color a proportionate part of the pie, representing the relative time in which their right was exercised.

- **Now, let's conduct a discussion:**

- What's the significance of this right for me? How is it reflected in my daily schedule?
- What is our spare time? What do we usually do in it?
- If we were not compelled to do certain things throughout the day – would our schedule look different? What makes it difficult for us to exercise this right? (time/money/availability/proximity/friends, etc)
- What can we do to create a change? Where and when is it up to us?

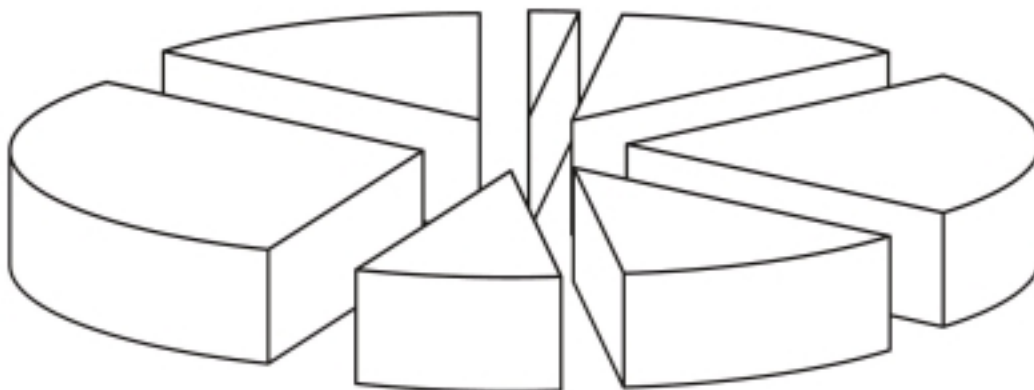
We shall inquire how we can allow or assist a sibling / friend to enjoy their spare time.

Individual work

- Let's create a monthly schedule and check whether we can actually carry it out:

"My dream weekend..." spare time activities	"Can I carry it out?" If not – state why.	What can you do to make it happen?

My Pie-Chart



Language of rights = Language of boundaries



Whoever believes that each person should live in dignity and have rights, must know that each person has the right and the duty to be responsible for his actions.

This is the autonomous man, who recognizes his freedom but knows that where his freedom ends, starts the freedom of his fellow man.



Introductory Meeting: Enjoying our spare time activities

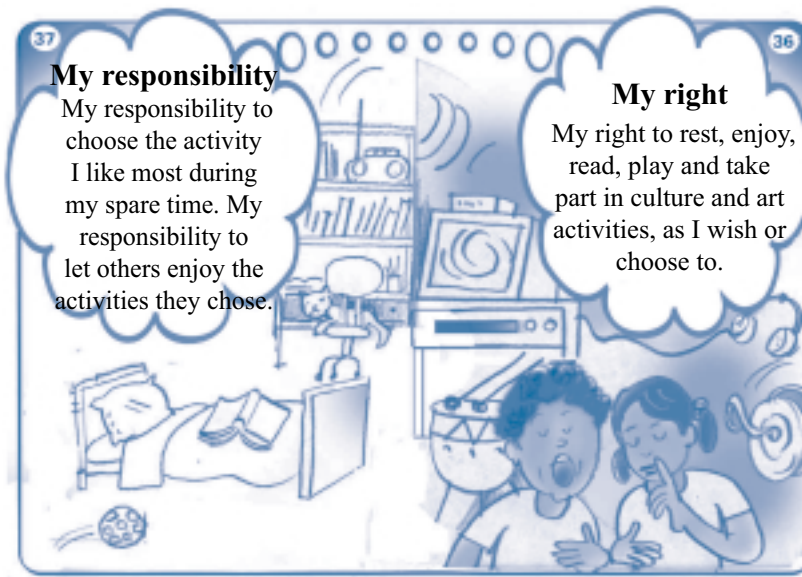
Goals

1. Clarify the term "spare time".
2. Understand the significance of the right and the responsibilities.
3. Understand how we act in our spare time and what we want to change, where and when.
4. Encourage pupils to take responsibility for their spare time.

Activity Steps

- **Let's observe the illustration and discuss the following:**

- What can you see in the room? What do children like to do in this room? When do they do it? (Refer to: school time, afternoon, holidays, spare time, resting time of others, etc).



- Who and what should the children in the illustration consider when they choose to use a certain object? Why?


Which spare time activities would we like to add to those mentioned in the balloon?

Who else has the right to choose and enjoy his spare time activities? Why?

- **Let's examine our spare time:**

When is our spare time? What do we like to do in it and with whom? Why?

* Summarized from "Key for cultivating inter-personal communication and creating a standards-based climate", Social Education Division, Department of Primary Education.



What would we like to do in our spare time that we are not doing now? Have we given up on it? Why?

Let's pick one activity from the list and write down all the reasons why we cannot to it in our spare time. Let's sort the reasons – what's up to us and what's up to others?

We shall refer to the reasons which are up to us and think:

What may help us to overcome the difficulty?

Who can help us to overcome the difficulty?

How can we use these elements to help us deal with similar difficulties?

What do the people close to us like to do in their spare time? What's our responsibility in preserving their right to enjoy these activities?

- **Taking responsibility and exercising this right – from theory to practice:**

Let's choose a certain activity that can be done at home in our spare time.

We will examine how we can integrate this activity into our routine schedule, and discuss the following:

Needs/wishes of family and neighbors.

Leaving enough room in the schedule for fulfilling your pupil obligations, including: reading, homework, duties and meetings; and your family obligations, which include taking care of your siblings, dishwashing shifts, keeping the house tidy and organized, etc.

Now, let's create a "schedule table", which integrates the spare time activities in accordance with the agreements reached in the discussion.

Which schedule difficulties might pop-up? How can we deal with them? Who/What can assist us?



Enrichment Meeting: Spare time

Goals

1. Clarify that the right and the responsibility are interconnected.
2. Understand how any of us can influence the extent to which other people enjoy their spare time activities.
3. Develop dialogue and conflict-resolution skills.

Activity Steps

Role playing

Four pupils will be picked for a role playing session:

Character card: Dana

You love music and you're considered to be a talented violin player.

You have a concert scheduled for next week in the municipal conservatory, and you must practice for it.

Character card: Ra'anana


You're Dana's neighbor and you're preparing for your final exams in the university. The sounds of Dana practicing with her violin disturb your studying and this time you're going to put an end to it. You cannot take it any longer...

Character card: Daniel Weitzman

You're a fourth grader who comes home every day from school between 14:00-15:00.

After coming home you first prepare your homework and then enjoy watching television or playing with your computer.

Every day you have arguments with your parents, who claim that you're wasting your time. You, on the other hand, think that it's your right to spend your spare time whichever way you choose to...



Character card: Amit Weitzman

You're Daniel Weitzman's father and every day you have arguments with him about the way he spends his spare time.

In your opinion, he's wasting his time in front of the television or the computer. You feel that he's behaving like an irresponsible child and that you cannot trust him...

Pupils will present their characters to the class – according to their character cards – and conduct a dialogue between the different characters for a few minutes.

After the role playing is concluded, we will conduct a discussion:

Who's right?

Is it possible to reach a solution that will satisfy both sides?

We can present the suggested solutions through role playing and analyze them:

We will allow pupils to present their suggestions through free role playing.

- "Now you will be the child. What would you say to your father? How would you try to solve this problem?"
- Can we claim that we choose to rest all the time because it's our right to do so?
- What's our responsibility? How is it reflected?
- Is it always possible to exercise this right? What are its limits? Building agreements' meeting: Taking responsibility for our spare time.



Building Agreements' Meeting: Taking responsibility for our spare time

Goals

1. Enable pupils to take responsibility for their spare time.
2. Conduct a discussion between all the different elements at school about the significance of this right and ways to preserve it.
3. Reach agreements regarding spare time activities.

Activity Steps

Note: This activity should include teachers, parents and pupils.

● Dialogue Circles

We will create dialogue circles of teachers, pupils, parents, older brothers/sisters, etc, and discuss this right.

Each group will discuss the rights and responsibilities of its different participants in preserving and protecting this right:

My right as a parent...

My right as a pupil...

My responsibility as a pupil...


My responsibility as a parent...

My rights as a teacher...

My responsibility as a teacher...

● Reaching agreements

After the discussion is concluded, each group will present to the class a list of suggestions, for example:



- **Teachers' responsibility:**

Not to give homework on Fridays.

Not to schedule examinations on Sundays.

Allow pupils to take part in choosing theatre plays they wish to see.

- **Parents and pupils' responsibility:**

Reach agreements regarding pupils' spare time activities.

- **Pupils' responsibility:**

Finish their homework in due time.

Personally follow the way they use their spare time.

Initiate and encourage social activities.

Ask local youth cultural center to allow pupils to attend its classes for a reduced price.

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We will then gather all the suggestions and determine ways to enforce these principals:

"What can we do to ensure that each person fulfills his responsibility and is allowed to exercise his right?" "How can we warn against a violation of this right, and to whom?"

We shall inform the entire school regarding the agreements that were reached. We can do it, for example, by hanging the principals on the school walls and ask pupils, teachers and parents to give their remarks and suggestions.

We shall repair whatever we feel is needed.

We shall open a "signing stand" during recess time.

In conclusion, we shall gather all the rights and principals of conduct into a School Convention and sign it. This convention will include all the rights and responsibilities of parents, teachers and pupils.



"Any human being has rights.

A person must be responsible for his actions, since the boundaries of his rights define the rights of others".

Section C – Reflections

Rationale

"A picture is worth a thousand words" (Churchill)

Expressing the issue of pupils' rights visually can convey many messages to the entire school community, suggesting partnership, dialogue, appreciation, etc.

Reflecting the doings of the different elements at school can serve as a tool and a mean to encourage and elevate motivation, involvement and interest in the process, to share and reflect, to build agreements and a dialogue, and to exercise the school's credo.

The school's exterior as a communication channel

School's exterior is a visual communication channel that can serve as a platform for intensifying and increasing the sense of partnership and involvement for all the different elements in it.

What are the advantages of this communication channel?

It is planned – one can plan how to convey messages, when, and in which scale.

It is static – messages are conveyed in accordance with the designated recipients, in the appropriate time for them.

It is interesting – allows the use of pictures, drawings, etc.

Remember!

1. An interesting setting that does not update frequently becomes dull.
2. People seeing a setting with irrelevant information or faded pictures receive a negative message about the school.
3. A school that speaks about partnership and also conveys a message of partnership through its exterior is regarded as reliable.
4. The exterior provides an opportunity to hand out an invitation. For example: We can perform a school exhibition of pupils' drawings on the subject of rights, and invite parents to attend the exhibition.

We will open various dialogue channels, through mail boxes, convention signing stands, a dedicated graffiti wall, etc.

Posters as a tool in the process

A poster provides an opportunity to symbolize something through visual text. It is an experiential way to motivate pupils to learn. It makes things more real.

What's in the poster?

We will look at the two posters and discuss the following:

What do we feel when we look at them?

What do you think is the message of these posters?

Poster 1

What are the different elements of each of the poster's segments? What's special in the drawings?

Why do you think the poster was divided into four segments?

Why is each segment surrounded by very clear borders?

We will clarify that the clear borders symbolize the clear boundaries of the rights – When I cross the boundaries of my right I interfere with the rights of others.

Poster 2

The poster is accompanied by another poster, divided into four categories: parents, teachers, pupils and school board.

Is it important to discuss the rights and responsibilities of all the elements? Why?

Section D – Appendices

Glossary

Right – a special permission; legal validation given to a person by the society or the authority. Rights are things that each person deserves.

Human Rights – a set of rights enabling an individual to preserve his dignity, well-being and development: The right to freedom, the right for security and for life, the right for equality and for dignity, the right for fair proceedings, freedom of expression and political association, freedom of conscience and religion.

Convention – An agreement; a document signed by different countries; a treaty; a contractual engagement.

The United Nations Convention on the Rights of the Child – A convention is an agreement between countries. According to this agreement, each country must pass an appropriate law, reflecting the U.N agreements regarding the protection of children's rights. This law shall require the countries that had ratified the convention to implement it and educate for it, regardless of the political system of that country. The Convention determines all the obligations of a country towards its children.

Law – Rule; a regulation defined by a supreme authority, obligating everybody. The process of passing a law requires public and political involvement in debating the necessity of the law. The public and his delegates then have the opportunity to influence the way this law is formed.

Pupils' Rights Law, 2000 - The purpose of this Law is to establish pupils' rights principles in the spirit of human dignity and in the spirit of the United Nations Convention on the Rights of the Child, while protecting the dignity of pupils, teachers and educational institution's staff, preserving the uniqueness of the different types of educational institutions as defined in the Compulsory Education Law, 5709-1949, the State Education Law, 5713-1953, the Special Education Law, 5748-1988, and in any other law, and encouraging an atmosphere of mutual respect in the educational institution's community. The provisions of this Law shall be brought to the attention of pupils and their parents at the start of each school year, in the manner prescribed by the Minister and after being approved by the Committee.

The law refers to the following subjects: The right to education, prohibiting discrimination, hearing committee, permanent expulsion of a pupil from an educational institution, the right



to attend matriculation examinations, disciplinary measures, implementation of rights, school board, etc. For further elaboration, see the Pupils' Rights Website.

Types of rights

1. Provision: Quality education, available, accessible, appropriate and adjusted. Prohibition of discrimination, the right for equality, the right for compulsory education. Special cases of the right to education: Children with learning disabilities and with special needs (adjustments and integration), diverse services for pupils.
2. Protection: Prohibition of physical punishment; prohibition of humiliating punishment; obligation to report about violence; confidentiality; protecting privacy; educators bear criminal and civil liabilities for harming pupils.
3. Participation: Pupils' rights to take part in decisions regarding their future; the right for fair proceedings; freedom of expression, freedom of association, freedom of thought, conscience and religion; the right for information.

The Child's welfare – This phrase is taken from the Convention on the Rights of the Child. It covers all the material, educational and cultural needs of a child, allowing him to integrate civically, socially and culturally in his surroundings.

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Responsibility – "Liability; being responsible", and also – "the willingness to preserve and uphold a certain principle – social or moral – at any given time or situation." (Even-Shushan Dictionary).

Bureaucratic Responsibility – A responsibility of those who are in an authoritative position towards their subordinates: Inspectors' responsibility towards the school management and the teachers; School management's responsibility towards the teachers; Teachers' responsibility towards the children.

Professional Responsibility – Based on expertise and acquired skills of the school's management and teachers.

Legal Responsibility/Liability – Based on the duty of those who implement policies to comply with the "laws" behind these policies, meaning – legislation, regulations, rulings and any obligating document.

Pupils' Responsibility – It is an educational/internal process encouraging pupils to think before they act or express an opinion towards a certain situation. Through this process of thinking, the pupil implements the values he had learnt at school and at home, considers what he should and shouldn't do, right and wrong, and then acts upon his decision. The pupil also learns to carry out a feedback process after acting in a certain way, asking himself questions such as: Was this way of conduct beneficial to me? Have I harmed anybody through it? How can I learn from my mistakes?

The pupil's responsibility leads him to act upon the values he has acquired throughout his process of maturing.

Disciplinary Means – "Accepting authority; the duty to comply to the stated rule and order" (Even-Shushan Dictionary)

It is the system of norms, rules and customs, regulating the conduct of the educational framework and setting the teachers' duties and authorities. Every pupil is entitled that the school's discipline will be administered in a manner consistent with the child's human dignity, excluding physical violence and humiliating disciplinary measures (Articles 19 and 28 of the Convention on the Rights of the Child, and article 10 of the Pupils' Rights Law).

Civil Dialogue – A civil dialogue allows any person to express himself, regardless of his age, sex and origin. A civil dialogue at school helps to establish a "culture of rights", and encourages pupils to be involved and take part in decision making processes at school. A civil dialogue encourages every pupil, teacher or parent to express himself, and it strives to create processes based on fairness, giving proper attention to the individual.

Agreements – "A common and agreed opinion of all parties involved; a decision made with the consent of all parties", or – "a treaty; a contract for cooperation" (Even-Shushan Dictionary). A democratic system is based on agreements. Inside an educational institution, agreements are reached through dialogue circles between the different groups of the institution, and are inspired by the principals of human rights. Agreements are made when the dialogue takes place in a climate of trust and responsibility, putting an emphasis on the mental welfare of all the different elements in this institution. True partners in a process of creating agreements enjoy a sense of significance and belonging. Processes of building agreements intensify the shared school identity.

Relevant Movies

Movie Name	Target Audience	Plot Summary	Where to get it from
"Pump Up the Volume" USA 1990	Junior High School (JHS) + Senior High School (SHS)	Marc (Christian Slater, "Kuffs") is a shy and talented high school student who's just moved from the West Coast to Arizona. His parents buy him a radio transmitter to stay in touch with his friends, but instead he opens a "pirate" radio station named "Hard Harry", in which he calls his schoolmates to question their principal's professional integrity. When one of "Harry's" listeners commits suicide, the principle takes the opportunity to call the authorities to shut down the radio station. 110 minutes, with subtitles in Hebrew.	The Third Ear
"Bang, Bang, You're Dead" USA, Canada 2002	JHS + SHS	Trevor Adams (Ben Foster, "Northfork") is socially unpopular, harassed by bullies and accused of sending false threats to kill his schoolmates. He becomes a potential threat to the people around him (see "Bowling for Columbine"). A motivated teacher is determined to save this lonely and dangerous soul. 87 minutes, without subtitles.	
"Blackboard Jungle" USA 1955	JHS + SHS	The hardships of a teacher in a New York vocational school, Who faces crime and violence among his pupils. The movie is a realistic research work about the problems of the American educational system and relations between blacks and whites. Sidney Poitier – in one of his debuts on the big screen – and director Paul Mazurski are among the actors playing the roles of the pupils. Featuring the song "Rock Around the Clock" by Bill Haley. Directed by Richard Brooks (referred to after the movie as "the American Jean Vigo"). 97 minutes, without subtitles.	

"Ciao Professore" Italy 1993	JHS + SHS	Heartwarming movie of acclaimed director Lina Wertmuller ("Love and Anarchy", "Seven Beauties"). Due to a bureaucratic mistake, a middle-class divorced teacher is sent to a school in an impoverished neighborhood outside Naples. Can he face the challenges set by the poor children? Can the children face the challenges he sets for them? With Isa Danieli ("Ciname Paradiso"). 93 minutes, with English subtitles.	
"First Year" USA 2003	JHS + SHS	A documentary with a message. Documenting the work of five teachers in hard core Los Angeles, dealing on a daily basis with problematic pupils. The DVD contains an extra 30-minute movie, aimed to promote this profession, which is perhaps the most important in the human society, and which everybody seems to run away from. Winner of a special award in San Francisco International Film Festival. Director: Davis Guggenheim. 80 minutes, without subtitles.	
"Prime of Miss Jean Brody" England 1969	JHS + SHS	Acclaimed British actress Maggie Smith ("Gosford Park") won the BAFTA Award and the Oscar for her lead role in this film, directed by Ronald Neame ("The Odessa File", "The Poseidon Adventure"). A teacher with eccentric world-views at a Scottish girls' school in the 1930's, finds herself entangled in an unpleasant affair, when her lifestyle is exposed to one of her pupils. Original theatre play as well as screenplay were written by Jay Presson Allen, who wrote the screenplay for Alfred Hitchcock's masterpiece "Marnie". 115 minutes, without subtitles.	



<p>"Election" USA 1999</p>	<p>JHS + SHS</p>	<p>Tracey Flick is a highly ambitious 'A' student, who's set on winning her high school's student elections. Jim McAllister is a popular teacher who decides to prevent her from being elected by introducing a better, more suitable candidate for the elections. But Jim could never imagine that stopping Tracey is an impossible mission. The outcome is a "World War" at school, that may be perhaps more appropriate to other types of elections.</p> <p>A highly praised black-humor ironic comedy about human nature and the primal instinct of winning and dominating.</p> <p>103 minutes with Hebrew subtitles.</p>	
<p>"Ca Commence Aujourd'hui" France 1998</p>	<p>JHS + SHS</p>	<p>The story of Daniel Lefebvre, who runs a kindergarten in an unemployment-stricken town in France, and faces many hardships. Daniel is filled with Socialist ideals. He is determined to give the kids a hope for a better life, but his optimism is gradually weakened by the seemingly endless fight with the daily hardships and the bureaucracy. When he is unable to help a hard-working woman to take care of her kids, he breaks, but only temporarily. Together with his girlfriend and the kindergarten staff he manages to slowly pick up the pieces and build something new.</p> <p>Director Tavernier takes a simple story – almost a documentary – and creates a magical vibe around it, through superb camera-work and wonderful music.</p> <p>114 minutes, with Hebrew subtitles.</p>	<p>Video Stores</p>

"Light It Up" USA 1999	JHS + SHS	A powerful and uplifting suspense drama. The story of six high school students who try to survive in a place where hope is slim. Lester, who's fed up with his school's poor conditions, decided to take things into his own hands. With the help of his friends, Lester manages to take the school cop as a hostage and put their school under siege. Audrey McDonald, police mediator, does her best to keep things calm, as the turmoil threatens to erupt. In spite of the growing crisis, the "Lincoln Six" discover within themselves surprising capabilities, as they fight to expose the poor conditions of their classrooms. Their fight receives nationwide media coverage.	Video Stores
"Spellbound"	JHS + SHS	Another highly-praised and awarded documentary. This excellent movie follows the exhausting and super-competitive journey of eight kids, on their quest to win the national spelling bee championship. Nerve wrecking suspense! 97 minutes.	The Third Ear/ Video Stores
"Not One Less" China 1999	JHS + SHS	In a small village in China, a teacher picks a 13 year old girl to substitute him during his absence. When one of the pupils decided to leave school and go to the city to make money, she goes after him to try and bring him back. 106 minutes, with Hebrew subtitles.	Video Stores
"The Principal" USA 1997	JHS + SHS	A teacher going through a rough period gets transferred to a school with a very bad reputation. He's determined to make a change in his life and in the lives of his students. 109 minutes, with Hebrew subtitles.	Video Stores



<p>"Blackboards" Iran 2000</p>	<p>JHS + SHS</p>	<p>A film by Iranian director Samira Makhmalbaf; won the jury prize in the Cannes Film Festival. A group of poor Iranian teachers crosses the mountains next to the Iran-Iraq border, hoping to find new pupils. The blackboards they carry on their backs are used not only for teaching, but also as a home, shelter and means to communicate. The film focuses on two teachers: The first meets a group of youngsters smuggling goods through the border and tries to convince them to study, and the second meets a group of old people. 85 minutes, with Hebrew subtitles.</p>	<p>The Third Ear / Video Stores</p>
<p>" Dangerous Minds" USA 1995</p>	<p>JHS + SHS</p>	<p>94 minutes, with Hebrew subtitles.</p>	<p>Video Stores</p>
<p>"To Be and to Have" France 2002</p>	<p>JHS + SHS</p>	<p>A sensitive look into a school in a small French village, with twelve pupils aged 4-10, one classroom and one devoted and patient teacher who teaches the kids the most basic lessons of life. 100 minutes, with Hebrew subtitles.</p>	<p>The Third Ear / Video Stores</p>
<p>" Stand and Deliver"</p>	<p>JHS + SHS</p>	<p>The heroic story of a Math teacher in a poor neighborhood who encourages his students to fight their stigma and reach actual achievements. A classic school drama with Andy Garcia. 103 minutes, with Hebrew subtitles.</p>	<p>The Third Year / TCM Channel</p>
<p>"To Sir, With Love" USA 1967</p>	<p>JHS + SHS</p>	<p>Sidney Poitier ("In the Heat of the Night") – in one of his most important roles – plays an unemployed engineer who becomes a high school teacher in England in the 1960's. The rebellious pupils do everything to break his spirit, but he ends up giving them some lessons. 101 minutes, with Hebrew subtitles.</p>	<p>The Third Year / TCM Channel</p>

"Mona Lisa Smile" USA 2003	JHS + SHS	Katherine Watson has accepted a position teaching art history at the prestigious Wellesley College, but she's also passionate about transforming the Wellesley girls into active Feminists, equal to any man. She is a very modern woman, particularly for the 1950s, when women's consensual role was to cook and raise children. But Katherine doesn't look like and doesn't behave like a typical woman from the 50's. Moreover, she knows that Picasso and Jackson Pollock will become among the leading artists of the twentieth century. How can she know that? The explanation is very simple (although it is not given in the movie itself): Miss Watson is a time-traveler that arrived to Wellesley straight from the 90's. 130 minutes, with Hebrew subtitles.	Video Stores
"Dead Poets Society" USA 1989	JHS + SHS	The year is 1959. Robin Williams plays an English Professor arriving to the conservative Welton Academy for boys. He is charismatic, passionate for poetry, and views that anybody "must seize the moment", meaning – get the most out of life. This liberal approach to education, of independent thought and creative individualism makes him very popular among students, and earns him many adversaries among his colleagues... Director Peter Weir presents a fascinating movie, dealing (as in most of his movies) with the place of the individual in society. 128 minutes, with Hebrew subtitles.	The Third Ear/ Video Stores
"The Emperor's Club" USA 2002	JHS + SHS	A teacher in a prep-school, who educated his pupils to honesty and fairness, and believed in the potential of each pupil, meets his pupils again 20 years later. 112 minutes, with Hebrew subtitles.	Video Stores



<p>"Les Choristes" France 2004</p>	<p>JHS + SHS</p>	<p>This French drama is based on a film from 1945. An unemployed music teacher starts working in a prep-school of insubordinate boys. He manages to shake and change the lives of these boys through music. 130 minutes, with Hebrew subtitles.</p>	<p>Video Stores</p>
<p>"Good Will Hunting" USA 1997</p>	<p>JHS + SHS</p>	<p>Will Hunting, a janitor at M.I.T, spends his time wandering around with his old school friends, drinking lots of alcohol and getting in trouble with the law. But he is not just another hoodlum. He is actually a brilliant genius, who can solve in a minute the school's annual mathematic puzzle. The math professor that runs into him is amazed and is willing to do anything in his powers to tame the wild boy and help him to fulfill his potential. He approaches the university's psychologist, a melancholic character, still mourning over the death of his wife. "Good Will Hunting" uses a well known format in a sophisticated way, thus creating a deep and significant film. The strength of the film lies in director Gus Van Sant's intelligent work, in his first Hollywood "mainstream". The two young lead actors – Affleck and Damon (who also wrote the Oscar-winning screenplay), together with Williams (who also won an Oscar as Best Actor in a Supporting Role), make it a truly touching film. 126 minutes, with Hebrew subtitles.</p>	<p>Video Stores</p>

"High School High" USA 1997	JHS + SHS	Richard Clark (Jon Lovitz) is a teacher in a private high school, deciding that his destiny is to educate the most insubordinate students and turn them into decent human beings. He moves to teach at a public high school in a violent neighborhood. He deals through a comic approach with pupils who don't care about normal life. Clark's way of dealing with them is not through the conservative teacher approach, but rather through parties and getting closer to the pupils way of life. 82 minutes, with Hebrew subtitles.	Video Stores
"Pay It Forward" USA 2000	JHS + SHS	A junior high school teacher gives his pupils an assignment, which will change their world-view. One pupil takes this assignment too far.	Video Stores
"Zero de Conduit" / "Zero for Conduct" France 1933	JHS + SHS	Three pupils in a boarding-school, who had just returned from a vacation, are rebelling against the school management. The director integrates autobiographic touches into the film and divides it into two worlds: The world of the children – the masses, and the world of the school management – the bourgeoisie. The children look realistic while the adults are portrayed as caricatures. "As a realistic and artistic filmmaker, Vigo doesn't fall into the trap of realism and aestheticism... he was dealing with explosive materials... what was the secret of Vigo? I guess that he had lived much more intensively than all of us... behind the camera he was taken by a certain mental state, about which Bergman said: 'A man must make each film as if it is his last one'" (Francoise Truffaut, 1970). 45 minutes, with English subtitles.	



<p>"If..." England 1968</p>	<p>JHS + SHS</p>	<p>"As many others educated in Private Schools, it has left its mark on me". Pupils in England are presented as an oppressed class that must resort to violent rebellion methods (is it really like that?). In a first glance, the film seems to be a satire about teaching methods in British boarding-schools, or as a clash between individualism and authority. But in fact, this film resembles "Zero in Conduct" in its anarchistic spirit, poetic-realistic style and its uncompromising approach. 107 minutes, without subtitles.</p>	<p>The Third Ear</p>
<p>"400 Blows" / "Les Quatre Cents Coups" France 1959</p>	<p>JHS + SHS</p>	<p>Francois Truffaut's first and autobiographic film, had marked the beginning of the French "New Wave" and won him the best director award in the Cannes Film Festival in 1959. The film portrays, with a soft and poetic camera work, the childhood and tough adolescence of young Truffaut in his torn-apart family residing in a poor neighborhood. The role of young Truffaut is played by actor Jean-Pierre Leaud, in his young days. The DVD is accompanied by a short movie that Truffaut had directed as a youngster – "Les Mistons" – depicting a group of maturing boys exploring their erupting sexuality, secretly falling in-love with older girls and starting to ask questions about the things that are forbidden.</p>	
<p>"Jenny & Jenny" Israel 1997</p>	<p>SHC</p>	<p>Jenny & Jenny meet and talk every day. They share their heartbreaks and their joys. They are 17 year old cousins residing in Bat Yam. This documentary follows one summer in their life, wandering between childhood to womanhood. The two girls move passionately in the area between their wishes and the limiting reality. What's the teachers' influence on Jenny? 60 minutes, in Hebrew.</p>	<p>The Third Ear</p>

"The Wall" England 1982	JHS + SHS	A musical/Fascist film, portraying a worn-out rock star, "Pink" (played by Bob Geldof, lead singer of the Boomtown Rats Band), who can get on stage only under the influence of drugs. Pink's mother raised him affectionately, but he is later harassed by his teachers for writing songs at school. Fiction and reality, hard core scenes and animation, are mixed as Pink is building a wall around himself. Parallel to that he is gathering a Fascist army around him and becomes a violent tyrant, in the tradition of Hitler and Mussolini. Pink Floyd's songs from the concept album "The Wall" are interwoven in the film and serve as a secondary narration. The film's theme song won the British BAFTA Award. 95 minutes, with Hebrew subtitles.	The Third Ear/ Video Stores
"Kes"	JHS + SHS	The film, directed by working-class hero Ken Loach ("Sweet Sixteen", "My Name is Joe"), is about a boy destined to follow his older brother into crime and drugs, but then – against all odds – develops a deep affection towards a hawk and holds on to it as his last resort. A true masterpiece, directed with heart-touching compassion, which won't leave a dry eye in the house. 109 minutes, with Hebrew subtitles.	The Third Year
"The Wave" USA 1981	JHS + SHS	A history teacher conducts an experiment, teaching his pupils how fast they can be transformed into obedient soldiers in a dangerous revolution. Things soon get out of hand. Based on a true story. With Bruce Davison ("Apt Pupil"). 46 minutes, with Hebrew subtitles.	The Third Ear/ Video Stores
"Evil in Clear River" USA 1988	JHS + SHS	A racist teacher passes his views to his pupils. What kind of influence does he have on the pupils? What's the parents' reaction? Screened in the Hallmark Channel.	



"Harry Potter" – all the movies	Elementary School	Influence of teachers in the School of Witchcraft and Wizardry on the young pupils. Each movie is about 150 minutes, with Hebrew subtitles.	Video Stores
"Race the Sun" USA 1996	JHS + SHS	96 minutes, with Hebrew subtitles	
"Music of the Heart" USA 1999	JHS + SHS	Roberta Guaspari's (Meryl Streep) husband leaves her alone with her two kids. She decides to make a change in their lives and moves to Harlem, New York – a black and poor neighborhood. Roberta starts to teach in the local school and brings a ray of light and hope to the poor children. Based on a true story. The force of music triumphs over the hopeless reality. 119 minutes, with Hebrew subtitles.	
"Mr. Holland's Opus" USA 1995	JHS + SHS	Glen Holland is a musician, dreaming all his life to compose the masterpiece of this century, living his mark on history. Due to financial hardships he is forced to abandon his dream and start teaching music in a school. As time passes by, he discovers that he can make a difference through the passion and inspiration he passes on to his pupils, as the legacy of his life. 140 minutes, with Hebrew subtitles.	The Third Ear / Video Stores
"Matilda" USA 1996	Elementary School	The story of a brilliant girl with extraordinary abilities, sent by her parents to an educational institution. This school is run by the evil Mrs. Trunchbull (Pam Ferris), who terrorizes the school. Matilda makes friends with her teacher, who realizes that Matilda is an extraordinary girl. She goes through both gloomy and amusing adventures. Based on a book by Roald Dahl ("James and the Giant Peach"). 94 minutes, with Hebrew subtitles.	Video Stores

"Jan Eyre" England 1985	S H C + JHC	Jane Eyre's childhood in a convent and her maturing as a teacher. 240 minutes, with Hebrew subtitles.	Video Stores / Screened on TV
"My Fair Lady" USA 1961	S H C + JHC	The rise of Elisa Doolittle from lower class to London's high class, with the help of a persistent teacher. 168 minutes, with Hebrew subtitles	Video Stores / Screened on the TCM Channel
"One Eight Seven" USA 1997	S H C + JHC	The story of an idealistic high school teacher in a Brooklyn high school. He gets stabbed by one of his students, after refusing to give him a good grade. A year passes by and the teacher is relocated, after a long recovery, to teach in Los Angeles, again in a problematic neighborhood. But this time – contrary to other righteous teachers-students films – he decides to respond to the students' violence with a violent approach of his own, leading to an inevitable tragedy. 187 is the California police code for murder, adopted by gangs in the States to threaten and intimidate people. Written by Scott Yagemann, who had personally experienced this violence as a public high school teacher in Los Angeles. 119 minutes, with Hebrew subtitles.	
"The Dangerous Lives of Altar Boys" USA 2002	S H C + JHC	Francis and Tim are two boys learning in a Christian religious school. In their view, the world is clearly divided to heroes and enemies. They imagine Sister Assumpta to be their number one enemy. They animate their imaginary lives into comics, and animated scenes from this world are interwoven into the film. Parallel to that, in real life, they discover friendship, first love and an inevitable loss. On their journey of maturing they understand that life is not so simple. 130 minutes, with Hebrew subtitles.	Video Stores

TV Series "Inyan Shel Zman" (literally – "a matter of time")	S H C + JHC		Teachers' Professional Development Center ("Pisga")
"Degrassi" TV Series Canada 1986	S H C + JHC		Canberecorded from Israel's Channel One
"Rebel's Way" TV Series	Elementary School + JHC		Screened on TV
"Fame" TV Series	JHC	Life in an Arts School. Teachers-Students relations.	The Third Ear
"Little House on the Prairie" TV Series USA 1974	Elementary School		The Third Ear
"Amigos" TV Series	Elementary School		Israeli Kids TV
"The Note"	Elementary School	A girl's secret is revealed when the teacher reads a note she sends to her friend.	
"Moving"	Elementary School	Was the child consulted before his family decided to move to a new apartment or a new town?	
"Nir's Secret"	Elementary School	The right to have a warm and loving family.	
"True Stories" TV Series:	Elementary School		
"Victor"	Elementary School		
"Brad' Learning Difficulties"	Elementary School		
"Voice of Rights"	Elementary School	Short films on the subject of human rights.	

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