

# HANDBOOK

FOR TEACHERS WITH ACTIVITIES ON  
CHILDREN'S RIGHTS



September, 2021



Republika e Kosovës Republika  
Kosova-Republic of Kosovo-Gezoria -  
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Ministry of Education, Science, Technology and Innovation



Save the Children



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# **HANDBOOK**

**Handbook for teachers  
with activities on  
children's rights**

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Handbook for teachers with activities on children's rights

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**Attention!**

This handbook was drafted based on the Law on Child Protection within the PROtectCHILD project by the Advocacy Training and Resource Center (ATRC) in cooperation with the Office for Good Governance / Office of the Prime Minister of Kosovo, Save the Children office in Kosovo and with financial support of the Swedish International Development Cooperation Agency (SIDA). The activities have been adapted to comply with the aforementioned law. Responsibility for its content lies with its developer. SIDA does not necessarily share the views and interpretations expressed.

This handbook has been reviewed and validated by the MESTI. The same will be published on the ministry's website for use by all teachers.

# CONTENTS

PURPOSE OF THE HANDBOOK .....	7
1. INTRODUCTION.....	8
1.1. Law on Child Protection .....	8
1.2. Presentation of introductory topics .....	9

## **CHAPTER 1** **11**

---

Journey to the planet Mars.....	12
NEEDS AND DESIRES, squares.....	15
NEEDS AND DESIRES, part 2 .....	17
I have the right to express my feelings.....	18
EMOTIONS .....	20
What do I need to live well? .....	21
Let's help the bear.....	22
We live together and only together we can .....	23
TWO DONKEYS .....	25
Things that I like and dislike .....	26
I have a voice that is heard .....	27
Home and homework .....	29
A little relaxation.....	30
Yes, I will! No, I will not! .....	31

## **CHAPTER 2** **33**

---

Let's advocate for our community .....	35
CONSTRUCTION PLAN.....	37
ROLES.....	38
Environmental pollution and children's rights.....	39
CASES.....	41
Let's learn how to help sexually abused friends.....	42
What to do? .....	44
Let's create an equal non-discriminatory society .....	45
CASES OF DISCRIMINATION .....	47
Online violence .....	48

TIA.....	50
PERSPECTIVE.....	51
Girl or boy.....	52
BOYS OR GIRLS .....	55
Mental health.....	57
Let's understanding friends with special needs .....	59
I and media .....	60
Eat healthy .....	62

## CHAPTER 3

63

Request for municipality .....	65
Request for municipality - Exercise .....	68
In someone else's shoes .....	69
SITUATIONS .....	71
ROLES.....	72
Let's learn how to help sexually abused friends.....	73
Let's create an equal non-discriminatory business .....	76
Just because I am from the Roma, Ashkali or Egyptian community .....	78
Mental health.....	80
Media influence .....	82
SIGN +18 .....	84
CLEANING COMPANY: ADVERTISING .....	85
COMPANY BIC: ADVERTISING.....	86
SEWING COMPANY: ADVERTISING .....	87
Protection from harmful substances .....	88
Online violence .....	90
MIRA .....	92
ROLES.....	93
Religion and belief.....	94
OFFICIAL HOLIDAYS.....	95

## CHAPTER 4

96

Quiz 1 - Grades 1 to 5 Description.....	97
Quiz 1 - Grades 1 to 5.....	100
Quiz 2 - Grades 6 to 9 Description .....	107
Quiz 2 - Grades 6 to 9.....	110
Quiz 3 - Grades 10 to 12 Description.....	115
Quiz 3 - Grades 10 to 12.....	118

# PURPOSE OF THE HANDBOOK

The purpose of this handbook is to raise teachers' awareness of the Law on Child Protection of the Republic of Kosovo so that teachers of all levels of education can raise awareness and educate children to realize and protect their rights guaranteed under the Law on Child Protection of the Republic of Kosovo.

To simplify and facilitate the understanding of children's rights, this handbook contains activities divided into three levels:

**Chapter 1** presents and summarizes activities from first to fifth grade;

**Chapter 2** presents and summarizes activities from sixth to ninth grade;  
and

**Chapter 3** presents and summarizes activities from tenth to twelfth grade.

The content of the following activities is mainly aimed at educating children about their rights, to encourage their critical thinking, to understand the relationship between rights and practical reality, to know themselves as children, society and the world, to learn to express their opinion and thought, understand and share them with their peers, become active and responsible citizens, help each other, protect and promote children's rights, etc. All this knowledge that will be gained from this handbook will be elaborated through various practical cases, projects, presentations, games, role plays and other active forms.

With a special focus on each activity are presented the rights of children, such as: the right to a healthy and happy life, the right to education, the right to be protected from violence and sexual abuse, the right to personal development, the right to have fun at leisure, the right to privacy, the right to participate and active citizenship, the right to express opinions and thoughts, the right to protection from cyber-violence, non-discrimination and the protection of these rights in daily life.

# 1. INTRODUCTION

The handbook aims to educate and raise students' awareness about children's rights through activities divided by levels. In addition to the activities aimed at elaborating the Law on Child Protection of the Republic of Kosovo, the handbook also contains activities that are in full compliance with the key learning competencies under the Kosovo Curriculum Framework:

- Communication and expression competence
- Thinking competence
- Learning competence
- Competences for life, work and environment
- Personal competence
- Civic competence<sup>1</sup>

The activities elaborate on the Law on Child Protection through various topics such as: fundamental rights of children, institutional responsibility for the protection of these rights, mental health, protection from all forms of violence, protection in the mass media, free expression of opinion and thought, protection from discrimination, protection of children with disabilities. Consequently, the handbook, in addition to the cross-curricular approach, can be used for these curricular areas:

- 1) Society and Environment;
- 2) Life and Work;
- 3) Physical Education, Sports and Health.

## 1.1. Law on Child Protection

The Law on Child Protection clarifies the rights of children up to the age of 18 and the obligations of institutions to protect these rights. Among the main purposes of this law are the protection of the child “from all forms of physical and mental violence, abuse, misuse, exploitation, neglect or any other form that endangers the life, safety, health, education, training and development of the child”<sup>2</sup>. Emphasis is placed on providing a safe and free environment from physical violence, sexual abuse, protection in the mass media and protection from any form of discrimination. The law provides for children to live in a healthy

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<sup>1</sup> MESTI, Curriculum Framework of Pre-University Education of the Republic of Kosovo (revised), August 2016, Curriculum Framework, organization, role and function, page 16, checked on 14.10.2021

<sup>2</sup> Official Gazette of the Republic of Kosovo, Law on Child Protection, Law No. 06 / L-084, article 1: Purpose, point 1.2, checked on 14.10.2021

environment and in a suitable living environment by “guaranteeing the well-being and improving the quality of life of the child, promoting and enabling their development in society, effective help and care for the child, whose health and well-being are at stake”<sup>3</sup>. Also, violence against children is prohibited by law in all settings, more specifically Article 38 stipulates that:

1. Physical punishment and disciplinary measures that undermine and weaken the child’s human dignity, including forms of physical and mental violence, as well as behaviors that degrade, disgrace and put the child into a difficult situation are prohibited in any environment at home and families, educational institutions, care institutions, law enforcement and justice systems, working environments and community.

As a key part for teachers is the task of the institutions responsible for the protection of children's rights and their reporting when they see violations. The law clarifies that there should be cooperation between local and state institutions and organizations dealing with children's rights to report any potential cases of violation of children's rights. At the local level these are the structures where eventual violations should be reported and reporting of any violation is required by law:

- Municipality; the relevant department based on their scope covering the rights of the child;
- Centre for Social Work;
- Police.

Among other things, educational institutions are obliged by law to create appropriate curricula and learning activities to build the capacity of children included in the law as well as to increase general knowledge about children's rights.

## 1.2. Presentation of introductory topics

The handbook contains activities on various topics which aim to elaborate on the Law on Child Protection. These topics relate to the various articles contained within the law.

**Chapter 1.** The topics in this chapter are mainly about elaborating on the emotions and feelings of children by teaching them to express their feelings and to distinguish between needs and desires. The focus is also on the right of children to have a healthy life, family and home. Also, during the activities students learn how they can express their opinion and their right to say no whenever they do not want to do a certain thing.

**Chapter 2 and 3.** In these two chapters the topics relate to children's daily activities.

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<sup>3</sup> Official Gazette of the Republic of Kosovo, Law on Child Protection, Law No. 06/L-084, Article 1 Purpose, point 1.5, checked. 14.10.2021, <https://gzk.rks-gov.net/ActDocumentDetail.aspx?ActID=20844>

Topics include gender, racial discrimination and children with disabilities; activities elaborate forms of discrimination that occur in society. Activities also include topics about children's right to express an opinion and methods on how to do so. The focus is also on forms of violence against children: (1) sexual violence which elaborates methods on how to help sexually abused children; and (2) cyberbullying, which explores forms of cyberbullying and identifies different futures for students. Violence prevention topics aim to educate children to promote healthy behaviors, avoid violence at every level: family, school and society, as well as raise awareness for reporting. Another topic is the health of children focusing on mental health and physical health through choosing a healthy lifestyle.

**Chapter 3, addition.** In addition, chapter 3 also elaborates topics related to religious belief and the rise of religious tolerance. Also, the activities and topics of Chapter 3 are more focused on the elaboration of ideas and activities by the students themselves, such as the development of a non-discriminatory business in which students indirectly understand the forms of discrimination and methods to prevent them, and methods to protect against harmful substances. Chapter 3 requires students to be proactive in seeking their rights guaranteed by law.



# CHAPTER

1

# Grades 1 – 5

Chapter 1 of this handbook contains activities for grades 1-5 which are directly related to children's rights as provided in the Law on Child Protection and the Convention on the Rights of the Child. Taking into account the cognitive development of children from grades 1 to 5, the activities are designed in order for children to understand their rights indirectly through playing, drawing, discussion and storytelling. The activities are simplified for this level and have a special focus on the emotional, cognitive and practical development of children by understanding their rights.

## The activities in this chapter are aimed at elaborating and understanding these rights of children:

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- **Fundamental rights** by distinguishing between desires and needs, and by learning that every basic need for living is right;
- **Active participation and citizenship** emphasizing the need for coexistence in society;
- **Respecting the child's point of view** by clarifying different forms for making decisions and expressing thoughts and feelings;
- **Family responsibilities** for providing children with basic rights to life and understanding of these responsibilities;
- **Protection from all forms of violence** by learning to say no and distinguish the feelings that hurt them;
- **Principles of child labor** emphasizing the responsibility to help the family with easy work but also the right to refuse the work they do not like;
- **Playing and entertainment** by offering opportunities for playing and entertainment and emphasizing their right to rest.

Also, all activities indirectly include topics such as discrimination, health, culture, education, economic and social inequality.

To facilitate the teacher's work, the format of all activities is the same and contains simplified details for the development of each activity. In addition to the level of cognitive knowledge of students, the teachers' access to materials for the development of the activity has also been taken into account and opportunities are offered for each activity which are easily applicable. The teacher is expected to modify the questions and parts of the activity based on the level of knowledge of the grade.

Each activity contains: (1) The title; (2) The purpose that indicates which right is intended to be taught; (3) Level; (4) Definitions and Keywords; (5) Additional materials and options; (6) Duration; (7) Description of the activity - each activity is described in detail with follow-up steps, questions for children and direct instructions; (8) Discussion - additional questions to achieve the purpose of the activity; and (9) Comment - guidance for the teacher on where to place more emphasis during the activity.

<b>Title</b>	<b>Journey to the planet Mars</b>
<b>Purpose</b>	Students will learn to distinguish between necessary and desirable things; understand that elementary needs are considered as rights and make the connection between them.
<b>Level</b>	Grade 1, 2, 3, 4, 5
<b>Definitions and keywords</b>	Elementary need: The need to live, develop; security and participation in society. Rights: All the basic needs that a person should have. Necessary things: Everything needed for a good life: water, house, food. Desirable things: Something we want to have but do not need for living: cars, games, telephone.
<b>Materials</b>	Printing the material "Needs and desires", pages 15, 16 and 17, for each group and their cutting into 20 separate squares. Optional: If printing is not possible, then write all the things on the board. See "Needs and Desires," section 2, and ask students to draw or write them in 20 separate squares.
<b>Duration</b>	<b>45 minutes</b>
<b>Description of activity</b>	
<b>STEP 1</b>	Divide students into five or six groups. Distribute the cut-out letters with "Needs and Desires" to each group. Optional: In case you can not print them, ask students to write or draw the things written on the board - for the first grade, read the things and ask the students to draw them. You can write only five or six things, but they must be from the group of needs and desires.  <b>3 minutes</b>
<b>STEP 2</b>	<b><i>Read this paragraph to all students in the class:</i></b> You have been selected to go and live on the planet Mars. A new society will be established there and you should take with you all the things you need and desire to live and grow. A total of 16 things are assigned that you can take with you, and they are written in the squares in front of you (or written on the board). You can also take four additional things that you think are important and draw / write them in the four blank squares.  Read and look at all things, then decide which of the four additional things you want to add.  <b>10 minutes</b>

<p><b>STEP 3</b></p>	<p><i>Read this paragraph to all students in the class:</i></p> <p>The rocket you are going to travel with does not have much space and allows you to take only 14 things with you instead of 20. Discuss in groups what things you can take with you. Put an x in the 6 things you will remove and put aside.</p> <p><b>10 minutes</b></p>
<p><b>STEP 4</b></p>	<p><i>Read this paragraph to all students in the class:</i></p> <p>I'm sorry to inform you that the rocket still does not have room for 14 things, but only for 8 things. Discuss in groups what things you can take with you that are essential for survival. Put an X on the 6 things you will remove and put aside.</p> <p><b>10 minutes</b></p>
<p><b>Discussion</b></p>	<p><i>Discuss the following questions with all the students in the classroom:</i></p> <ul style="list-style-type: none"> <li>• Which things did you remove in the first round? Why?</li> <li>• Was the second round more difficult than the first? Why?</li> <li>• Did you have disputes in the group about which things to select? For which things and why?</li> <li>• What is the difference between the necessary and desirable things? What were the needs and what were the desires?</li> <li>• What are some of the things you need in life? What are some of the things you desire?</li> <li>• Do the needs and desires differ for different people? Why?</li> </ul> <p><b>12 minutes</b></p>
<p><b>Comment</b></p>	<p>The teacher must make it clear that all the things necessary to survive, to develop and to be part of society are everyone's rights. Rights are things that everyone needs to have.</p> <p>Rights = needs for survival, development and being part of society.</p>

## NEEDS AND DESIRES, squares



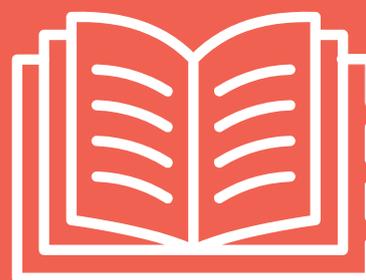
*Home for living*



*Healthy food*



*Protection from abuse and negligence*



*Education*



*Health*



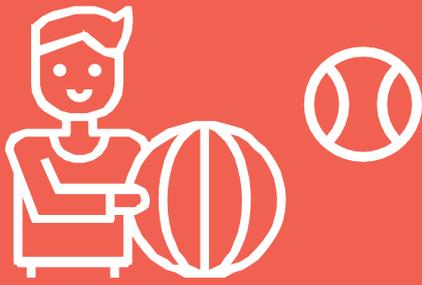
*Equal and non-discriminatory treatment*



*Clean air*



*Opportunity to speak freely*



*Corner for games and entertainment*



*Clean water*



*Opportunity to practice culture, language and religion*



*Modern clothes*



*Bicycle*



*Travel during holidays*



*Your personal room*



*Personal computer*



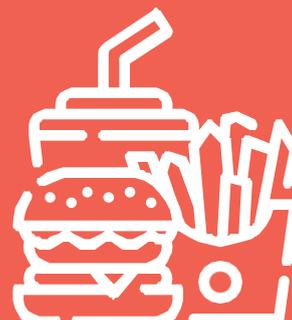
*Television*



*Personal phone*



*Money as much as you want*



*Fast food*

## NEEDS AND DESIRES, part 2

<b>NEEDS /RIGHTS</b> (for the teacher)	<b>DESIRES</b> (for the teacher)
<ul style="list-style-type: none"> <li>• Home for living</li> <li>• Healthy food</li> <li>• Protection from abuse and negligence</li> <li>• Education</li> <li>• Health</li> <li>• Equal and non-discriminatory treatment</li> <li>• Clean air</li> <li>• Opportunity to speak freely</li> <li>• Corner for games and entertainment</li> <li>• Clean water</li> <li>• Opportunity to practice culture, language and religion</li> </ul>	<ul style="list-style-type: none"> <li>• Modern clothes</li> <li>• Bicycle</li> <li>• Travel during holidays</li> <li>• Your personal room</li> <li>• Personal computer</li> <li>• Television</li> <li>• Personal phone</li> <li>• Money as much as you want</li> <li>• Fast food</li> </ul>

<b>Title</b>	<b>I have the right to express my feelings</b>
<b>Purpose</b>	Students will learn about their right to express feelings and their right to have feelings. An additional purpose of this activity is for children to understand the feelings and that they are not the only ones who feel them.
<b>Level</b>	Grade 1, 2, 3, 4, 5
<b>Materials</b>	Sheets, markers or drawing pencils
<b>Duration</b>	<b>45 minutes</b>
<b>Description of activity</b>	
<b>STEP 1</b>	<p>Draw four faces expressing emotions on the board. See 'Emotions' on page 20. Ask students to draw four faces on one page each.</p> <p>Ask the children what emotion each face expresses, then write down each corresponding face: 'Joy', 'Anger', 'Fear', 'Sadness'. Make sure each student understands what each feeling is.</p> <p><b>10 minutes</b></p>



<p><b>STEP 2</b></p>	<p>Read the situations below and for each situation ask each student to raise a sheet of emotion depending on how he/she feels about each situation. After each situation, ask students who differ in response from most of the others why they feel that way.</p> <p><i>Read this paragraph to the students:</i></p> <p>I will read some situations and you tell me how you feel in each situation by raising a sheet with emotions. For example, if I say ‘You have successfully completed the math test’ then you raise your happy face because this fact makes you happy, right?</p> <p><i>Let's start now. How do you feel if:</i></p> <ol style="list-style-type: none"> <li>1. You have not been allowed to play without completing the homework. (Give time for everyone to be able to respond.)</li> <li>2. You ran the fastest during Physical Education class.</li> <li>3. Your friend is no longer playing with you.</li> <li>4. You do not understand the maths assignment.</li> <li>5. The teacher will organize the Physical Education class every day.</li> <li>6. A family member is feeling sick.</li> <li>7. You will have your favorite food for lunch.</li> <li>8. You forgot your homework at home.</li> <li>9. A stranger greets you on the street.</li> <li>10. They forget to pick you up from school and you lose your way home.</li> </ol> <p><b>15 minutes</b></p>
<p><b>STEP 3</b></p>	<p>Ask students to tell about a situation when they felt happy, angry, scared, or sad. After one of them completes the sentence, ask the other students who feel the same as him or her to raise their hand.</p> <p>For example: ‘I’m upset when the teacher does not give me permission to speak when I raise my hand’. Each student must express an emotion.</p> <p><b>20 minutes</b></p>
<p><b>Comment</b></p>	<p>The teacher can explain that each of us has feelings for different situations and have the right to express them. He also mentions the fact that they are not alone but that, as they have already seen, everyone in the classroom feels more or less the same in the same situations.</p>

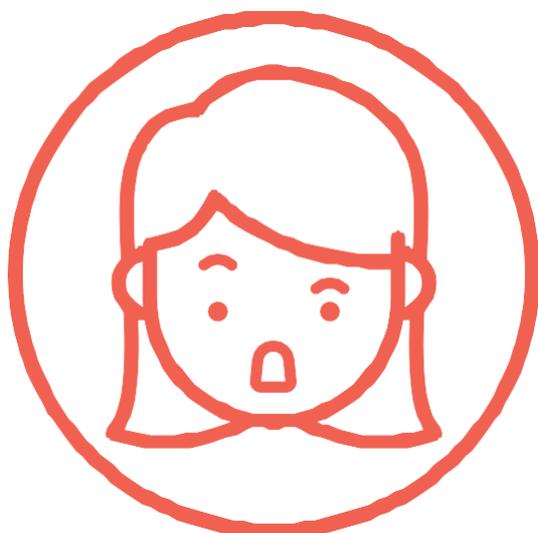
# EMOTIONS



*JOY*



*SADNESS*



*FEAR*



*ANGER*

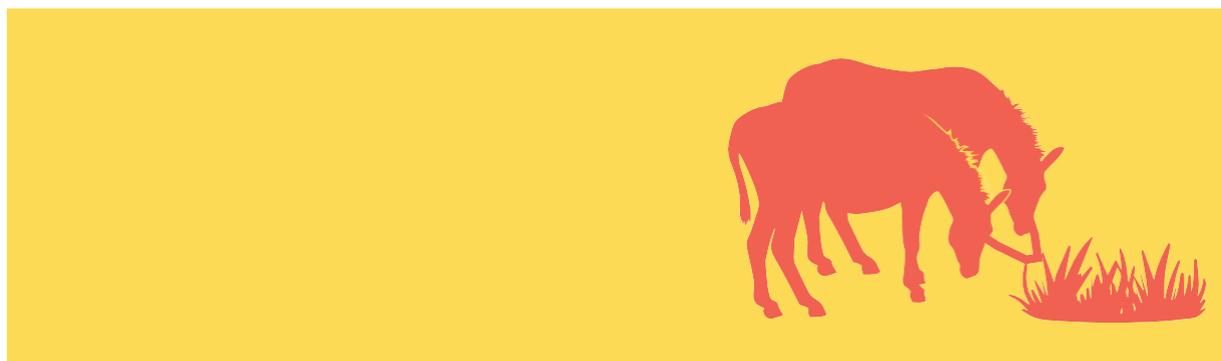
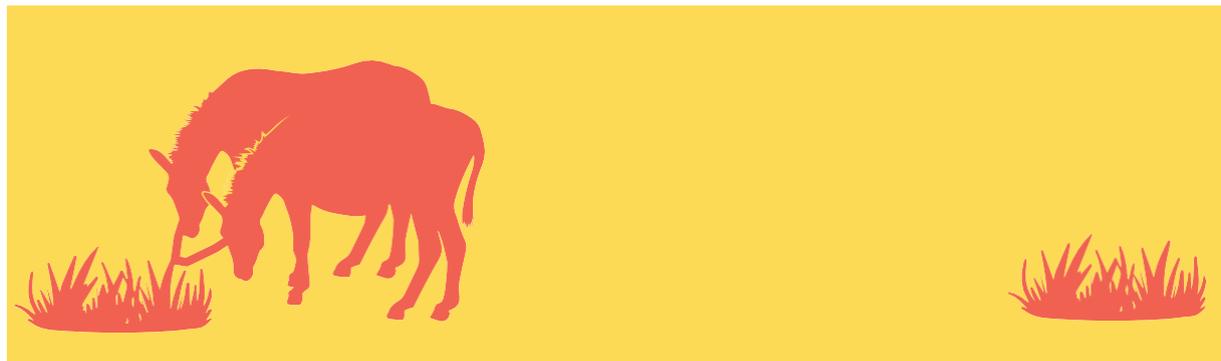
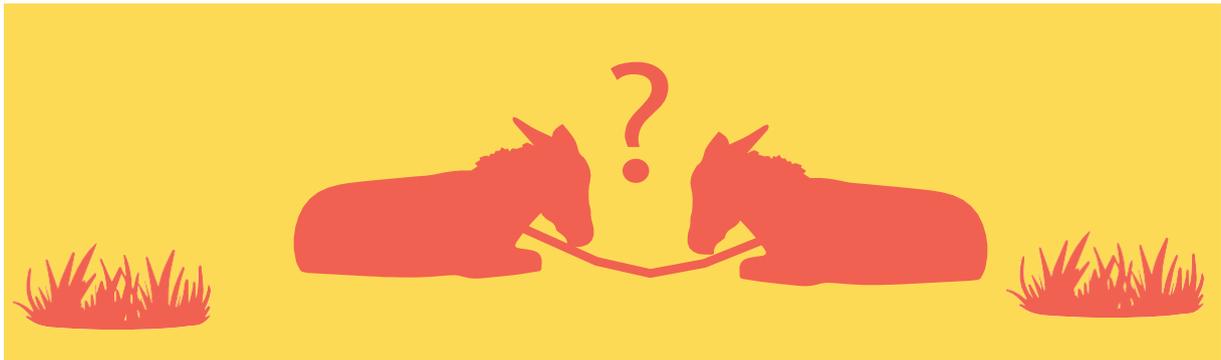
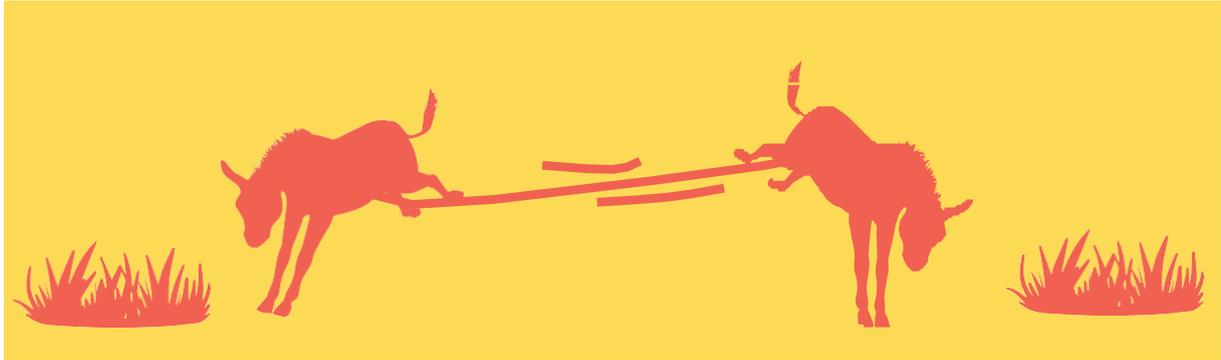
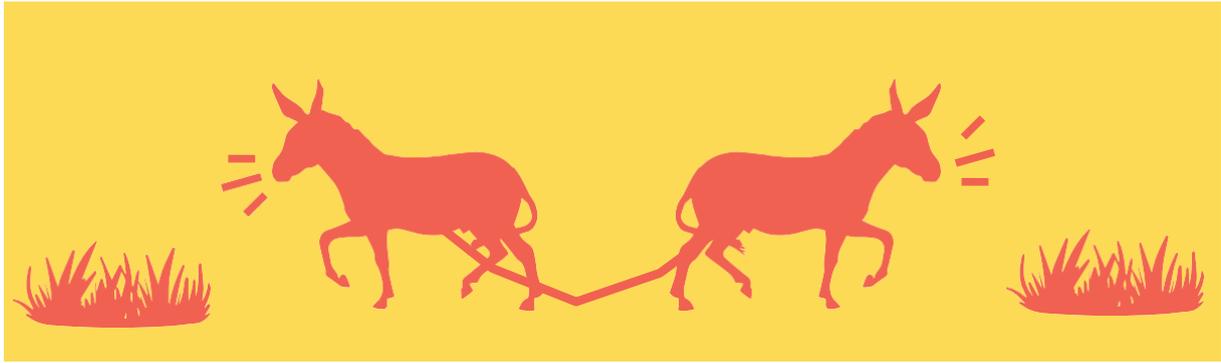
<b>Title</b>	<b>What do I need to live well?</b>
<b>Purpose</b>	To make students understand what do children need to live a healthy and happy life and to develop as much as possible.
<b>Level</b>	Grades 1, 2, 3, 4, 5
<b>Definitions and keywords</b>	Fundamental rights: Rights needed for living such as: food, housing, security, health.
<b>Materials</b>	Sheets and pencil/crayons for drawing
<b>Duration</b>	<b>45 minutes</b>
<b>Description of the activity</b>	
<b>STEP 1</b>	<p><i>Discuss with students what do they need most to have a good life. To guide them to fundamental rights, ask the following:</i></p> <ol style="list-style-type: none"> <li>1. What do you need when you are thirsty or hungry?</li> <li>2. How do you feel when you are hungry or thirsty? Can you play or learn?</li> <li>3. What do you need when you are sick?</li> <li>4. How would you feel if you did not have the medicine to be cured?</li> <li>5. Do you think there are poor kids who do not have these things? How does this situation make you feel?</li> </ol> <p><b>10 minutes</b></p>
<b>STEP 2</b>	<p>Ask students to make a drawing of themselves in the middle of a page and add their special people around. Then, let them draw what they need for a good life. Ask them to write down what those things are. Help them write if they need to.</p> <p><b>20 minutes</b></p>
<b>STEP 3</b>	<p>Once they have drawn the things they need for living, ask some of them to present what they have drawn. Ask everyone what if they are not offered some of these things?</p> <p><b>15 minutes</b></p>
<b>Comment</b>	The teacher can explain that each of us has the right to a good life and it is the responsibility of the state to provide us with basic rights. Focus should also be placed on raising awareness about poor children who may lack basic rights.

<b>Title</b>	<b>Let's help the bear</b>
<b>Purpose</b>	To make students understand what children need and what are the responsibilities of adults to provide a good life.
<b>Level</b>	Grades 1, 2, 3, 4, 5
<b>Definitions and keywords</b>	Fundamental rights: Rights needed for living such as: food, housing, security, health.
<b>Materials</b>	A bear or a doll
<b>Duration</b>	<b>45 minutes</b>
<b>Description of the activity</b>	
<b>STEP 1</b>	<p><b><i>Take a drawing of a bear, a teddy bear, or a doll with you and read this story in class:</i></b></p> <p>This is Scoopy. Scoopy is a 6-year-old child and needs your help and contribution to survive and have a good life. Scoopy has nothing of its own and is in your hands. Scoopy is tired, hungry and homeless. How will you help Scoopy? What should you do about it? Where will you find the things you need?</p> <p><b>10 minutes</b></p>
<b>STEP 2</b>	<p>After reading the story, tell the students that they will provide Scoopy with whatever it needs as soon as they go out. Conduct the lesson outdoors - in the school yard or in a nearby park.</p> <p>Ask students to work in groups and find solutions on how to help Scoopy. They can become creative by creating a shelter from the leaves, finding food somewhere in the trees and other creative things.</p> <p><b>20 minutes</b></p>
<b>STEP 3</b>	<p><b><i>After they have helped Scoopy, ask students the following:</i></b></p> <ol style="list-style-type: none"> <li>1. How did you feel when you realized you had to take care of Scoopy? Was it difficult?</li> <li>2. What were the first things Scoopy needed? Does the same apply to you?</li> <li>3. How do you feel about your parents or guardians caring for you? What do they do to provide you with a good living?</li> <li>4. How can you make things a little easier for your parents or guardians?</li> </ol> <p><b>15 minutes</b></p>
<b>Comment</b>	The teacher can explain that each of us has the right to have a good life but, we have responsibilities, too. Emphasis should be placed on the work done by parents, teachers and carers to provide a good living for children.

<b>Title</b>	<b>We live together and only together we can make it</b>
<b>Purpose</b>	To teach students about healthy coexistence and active participation in society. To make them understand the connection between people and society, how they interact with each other in an active citizenship.
<b>Level</b>	Grades 1, 2, 3, 4, 5
<b>Definitions and keywords</b>	<p>Society: All people living in a district, city, or state regardless of gender, ethnicity, religion.</p> <p>Coexistence: Healthy living together with people in society.</p> <p>Active citizen: Participating in helping to develop society and change things that are harmful to society.</p> <p>Compromise: Achieving a decision that is acceptable to all by everybody making some concession.</p>
<b>Materials</b>	<p>Print of the material "Two donkeys", on page 25, for each pair of students; the six pieces should be cut into squares before the activity begins.</p> <p>Optional: In the absence of printing materials, you can draw all the parts on the board in turn or present them on a projector.</p>
<b>Duration</b>	<b>45 minutes</b>
<b>Description of the activity</b>	
<b>STEP 1</b>	<p>Divide students into pairs. Distribute the cut cards with the "Two Donkeys" to each pair.</p> <p>Optional: In case you cannot print them, draw the six parts on the board or present them on the projector in turn.</p> <p><b>3 minutes</b></p>
<b>STEP 2</b>	<p>In pairs, students receive the six parts of "Two Donkeys". They need to order the pictures from the first one so that they can formulate a story based on the pictures.</p> <p><b>3 minutes</b></p>
<b>STEP 3</b>	<p>After formulating the story, two pairs come together and tell their version of the story.</p> <p><b>10 minutes</b></p>

<b>STEP 4</b>	<p>Ask two or three volunteer pairs to talk about their story with all the students in the class.</p> <p><b>7 minutes</b></p>
<b>Discussion</b>	<p><b><i>Discuss the following questions with all the students in the class:</i></b></p> <ul style="list-style-type: none"> <li>• What was the donkeys' problem in the beginning?</li> <li>• How did they deal with the problem in the beginning? Did it work? Why yes or why no?</li> <li>• What did they do to solve the problem?</li> <li>• Did the two donkeys get what they wanted?</li> <li>• Have you ever solved a problem by collaborating with someone?</li> </ul> <p><b>15 minutes</b></p>
<b>Comment</b>	<p>The teacher can explain that the rope that binds donkeys is a symbol of coexistence in society and as long as you live with others, there is always a rope. Through civilization, agreement is reached on a healthy coexistence and an active problem-solving society. Every child has the right to live a healthy social life with equal treatment and without conflicts.</p>

# TWO DONKEYS



<b>Title</b>	<b>Things I like and things I do not like</b>
<b>Purpose</b>	To teach students about their right to express their opinions and thoughts.
<b>Level</b>	Grades 1, 2, 3, 4, 5
<b>Materials</b>	Chairs in the classroom in a circle
<b>Duration</b>	<b>45 minutes</b>
<b>Description of the activity</b>	
<b>STEP 1</b>	<p><i>Have all the students sit in a circle and discuss the things they like and dislike in class. Ask each student to answer the questions below:</i></p> <ol style="list-style-type: none"> <li>1. What is their favorite subject?</li> <li>2. What classroom activities do they like the most?</li> <li>3. Is there something in the class that they do not like to do? Why? How can I as a teacher make you like this?</li> </ol> <p><b>15 minutes</b></p>
<b>STEP 2</b>	<p>Once everyone has expressed their likes and dislikes, start again from the beginning, but now ask them to choose one thing they like the most and one thing they do not like at all, and ask them to show why. So, the following sentence format is conveyed:</p> <p>Most of all in the classroom I like to _____ because _____.</p> <p>The least in the classroom I like to _____ because _____.</p> <p><b>15 minutes</b></p>
<b>STEP 3</b>	<p>Ask each student to present on the sheet what they have said so far about activities they like and dislike through drawing, writing, or some other form. Visit each one to see what they have presented.</p> <p><b>15 minutes</b></p>
<b>Comment</b>	The teacher can explain that each of us has the right to express our views (in this case what we like and what we do not like). Also, encourage them to think of themselves as having rights and having the right to express their opinion and ideas.

<b>Title</b>	<b>I have a voice that is heard</b>
<b>Purpose</b>	To teach students about their right to express their opinions and thoughts. To make them understand that they can raise their voice in various decisions that concern them and how to raise their voice. To learn about the decision-making process.
<b>Level</b>	Grades 1, 2, 3, 4, 5
<b>Definitions and keywords</b>	Compromise: Achieving a decision that is acceptable to all by everybody making some concession.
<b>Materials</b>	Chairs in the classroom in a circle
<b>Duration</b>	<b>45 minutes</b>

### Description of the activity

<b>STEP 1</b>	<p><b><i>Have all the students sit in a circle and discuss:</i></b></p> <ul style="list-style-type: none"> <li>• Who makes the decisions in your family? Why them?</li> <li>• What decisions can you make about yourself at home and at school?</li> <li>• (What to wear, eat, surf the internet.)</li> <li>• What decisions have you made for yourself since you woke up today?</li> <li>• (The teacher can take an example he/she saw during the day from a student.)</li> <li>• Do adults listen to you when you say something about things that affect you?</li> <li>• What decisions would you like to make yourself?</li> </ul> <p><b>15 minutes</b></p>
<b>STEP 2</b>	<p>Explain that you are now putting them in charge of deciding how they want to change a part of the class. Give them time to think about 5 minutes about what they want to change in the classroom. Emphasize that everyone's voice has the same value. To help ease the way, ask the following questions:</p> <ol style="list-style-type: none"> <li>1. What would make the class better?</li> <li>2. What will you choose if you have the opportunity to change? Why?</li> </ol> <p><b>15 minutes</b></p>

<b>STEP 3</b>	<p>If there are many suggestions, ask students how they can reach a compromise on selecting the best idea (perhaps by voting!). Ask them to give ideas on how change can be made and disclose any difficulties if any. Make the change in the classroom with the most votes and ask students to help you.</p> <p><b><i>15 minutes</i></b></p>
<b>Comment</b>	<p>The teacher can explain that each of us has the right to express our views and ideas and we have the right to participate in the decisions that are made about us. Also, that with more decisions and changes come responsibilities (this is unfolded when you ask them to help you achieve the required change).</p>

<b>Title</b>	<b>Home and household chores</b>
<b>Purpose</b>	To make students understand that everyone has the right to have a home/shelter and emphasize the importance of helping each other, but that no one has the right to force a child to work for anyone.
<b>Level</b>	Grades 1, 2, 3, 4, 5
<b>Materials</b>	Sheets and pencils/crayons for drawing
<b>Duration</b>	<b>45 minutes</b>
<b>Description of the activity</b>	
<b>STEP 1</b>	<p>Ask each student to draw a plan of their home: the bedroom, the bathroom, the living room, the balcony and the yard. Ask them to identify the function of each room. While they are drawing, be sensitive regarding the space they have due to economic conditions.</p> <p><b>15 minutes</b></p>
<b>STEP 2</b>	<p><b><i>Once they have finished drawing, discuss with them the following:</i></b></p> <ol style="list-style-type: none"> <li>1. What must be done to keep the house clean?</li> <li>2. Who does the house cleaning? If they say only mother or sister, ask if it is right for them alone to take care of the house?</li> <li>3. What can you do to help clean the house?</li> <li>4. Do things get done faster if you also help with cleaning? (Discuss that they should not always expect someone to clean the room and other household items.)</li> </ol> <p><b>20 minutes</b></p>
<b>STEP 3</b>	<p>Ask students to write or draw how they will help clean the house.</p> <p><b>10 minutes</b></p>
<b>Comment</b>	The teacher can explain that each of us has the right to have a home, but we also have a responsibility to help with household chores.

<b>Title</b>	<b>A little relaxation</b>
<b>Purpose</b>	To make students understand that everyone has the right to relax and rest.
<b>Level</b>	Grades 1, 2, 3, 4, 5
<b>Materials</b>	Telephone or computer for playing music; music of different genres: classical, folk, pop, rock.
<b>Duration</b>	<b>45 minutes</b>
<b>Description of the activity</b>	
<b>STEP 1</b>	<p><b><i>In the circle, ask all students the following:</i></b></p> <ul style="list-style-type: none"> <li>• How do they feel when they wake up?</li> <li>• How do they feel at the end of the day? Why?</li> <li>• What do they do to relax?</li> <li>• What would they like to do to relax?</li> </ul> <p><b>10 minutes</b></p>
<b>STEP 2</b>	<p>After they have completed the discussion, tell the students that you will be playing music of different genres and invite everyone to dance as they wish. They can dance slowly, quickly, on the spot or as they want. Start with quiet slow classical music for a few minutes, then switch the music to a faster genre and keep changing the rhythm. Finally end with a song that is very fast and encourage the children to jump, roll and run until they get tired.</p> <p><b>20 minutes</b></p>
<b>STEP 3</b>	<p><b><i>Now ask them to sit/lie down and relax with their eyes closed. Read the paragraph below:</i></b></p> <p>Imagine you are in your own special place where you rest (your room, grandma's yard, beach or mountain). Imagine that you are resting and nothing can bother you. Pause for a while thinking about your special place.</p> <p><b><i>After a few minutes ask everyone to wake up and ask them the following:</i></b></p> <ol style="list-style-type: none"> <li>1. What did you like most?</li> <li>2. How did you feel when you thought of your special place?</li> <li>3. How would you feel if you could not rest when you were tired?</li> </ol> <p><b>25 minutes</b></p>
<b>Comment</b>	The teacher can explain that each of us has the right to relax, rest and have fun.

<b>Title</b>	<b>Yes, I will! No, I will not!</b>
<b>Purpose</b>	To make students understand that it is okay for them to say 'yes' or 'no' and that it is their right to refuse unreasonable requests.
<b>Level</b>	Grades 1, 2, 3, 4, 5
<b>Materials</b>	A pair of socks
<b>Duration</b>	<b>45 minutes</b>
<b>Description of the activity</b>	
<b>STEP 1</b>	<p>In a circle discuss the things to which we say yes or no. For example, yes to healthy eating and no to go somewhere with a stranger. Ask students in which cases they said yes or no.</p> <p><b>15 minutes</b></p>
<b>STEP 2</b>	<p>After they have completed the discussion, ask the students to stand up and hand socks to one of them. Ask them to throw socks at another student. Before one of them throws the socks, call the name of the student who wants to throw and see how he or she reacts. Tell the students to stretch their arms to catch the socks if they want to throw, and to cross their arms if they do not want to.</p> <p><b>10 minutes</b></p>

**After the game is over, discuss why some students said yes and some said no?**

1. What prompted you not to catch the socks?
2. Did you feel pressured to stretch your hands to catch the socks?

Relate their responses to their feelings. Did they say no because they did not feel calm or scared that they would get hurt, or that they could not catch them?

**STEP 3**

Explain them that by saying yes or no, we select the things we like or do not like.

**Then ask:**

1. What could endanger your safety? When do you feel insecure and in danger?
2. Have you ever felt uncomfortable with something but still said yes?
3. When do you usually say no to something, when you feel comfortable or when you feel unwell and endangered?

**20 minutes**

**Comment**

The teacher can explain that each of us has the right to say yes or no depending on how we feel. In case we do not feel comfortable, it is perfectly okay to say no. Children have the right to live in safety and not be harmed by anyone.



# CHAPTER 2



# Grades 6-9

Chapter 2 of this handbook contains activities for grades 6-9 that are directly related to children's rights as provided for in the Law on Child Protection and the Convention on the Rights of the Child. Taking into account the cognitive development of children from grades 6 to 9, the activities are designed in order for children to understand their rights indirectly through discussions, roles, cases and concrete works. Activities have a special focus on the emotional, cognitive and practical development of children understanding their rights.

## The activities in this chapter are aimed at elaborating and understanding the following fundamental rights of children:

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- **Fundamental rights**, such as the right to housing, food and a clean living environment;
- **Active participation and citizenship** emphasizing the need for coexistence in society and the expression of free thought;
- **Respecting the child's point of view** by clarifying different forms of decision making and expressing thoughts and feelings;
- **Protection against discrimination** with special emphasis on children with disabilities, children from minority communities, gender and socio-economic status;
- **Protection from all forms of violence** including cyberbullying and sexual abuse;
- **Protection from the mass media** by clarifying the impact of the media in daily life in order to avoid the impact;
- **Play/entertainment and mental health** by offering opportunities for play and fun and emphasizing their right to rest.

To facilitate the work of the teacher, the format of all activities is the same and contains simplified details for the development of each activity. In addition to the Level of students 'cognitive knowledge, the teachers' access to materials for the development of the activity is also taken into account and options are offered for each activity which are easily applicable. The teacher is expected to modify the questions and parts of the activity based on the grade's knowledge level.

Each activity contains: (1) Title; (2) Purpose indicating which right is intended to be taught; (3) Level; (4) Definitions and Keywords; (5) Additional materials and options; (6) Duration; (7) Description of the activity - each activity is worked out with follow-up steps, questions for children, and direct instructions; (8) Discussion - additional questions to achieve the Purpose of the activity and (9) Comment - instructions for the teacher where to put more emphasis during the activity.

Title	<b>Advocating for our community</b>
Purpose	To teach students about active participation in society and citizenship. To make them understand about the connection between people and society, how they interact with each other in an active citizenship. Learn to express their opinion and their right to have an opinion.
Level	Grades 6, 7, 8, 9
Definitions and keywords	<p>Society: All people living in a district, city, or state regardless of gender, ethnicity, religion.</p> <p>Advocacy: Representing and protecting the interests of society through public recommendations.</p> <p>Coexistence: Healthy living together with people in society. Active participation: Participating in advocating for the development of society and changing things that are harmful to society.</p> <p>Compromise: Reaching a decision that is acceptable to all. Opinion: Views and opinions about a certain issue.</p>
Materials	<p>Printed materials (1) “Construction plan” on page 37 and (2) “Roles” on page 38.</p> <p>Optional: In the absence of printed materials, you can draw the ‘Construction Plan’ on the board or present it on a projector, while writing the ‘Roles’ on small sheets of paper and distributing them.</p>
Duration	<b>45 minutes</b>
<b>Description of the activity</b>	
STEP 1	<p>Divide students into groups. Distribute the 'Construction Plan' and the cut papers with 'Roles' to each group.</p> <p>Optional: In case you can not print them, draw the 'Construction Plan' on the board and read the description aloud. Write 'Roles' on small sheets of paper with a brief description.</p> <p><b>3 minutes</b></p>
STEP 2	<p>In groups, after reading their description and role, students write down all the benefits and problems associated with the new construction plan. They definitely need to write down the pros and cons of the role they have been given. The groups then have to decide whether they are for or against the construction plan. If they oppose the plan, they must state the reasons. If they are for the plan, they should indicate exactly how the plan will be implemented by removing the problems that may be caused.</p> <p><b>15 minutes</b></p>

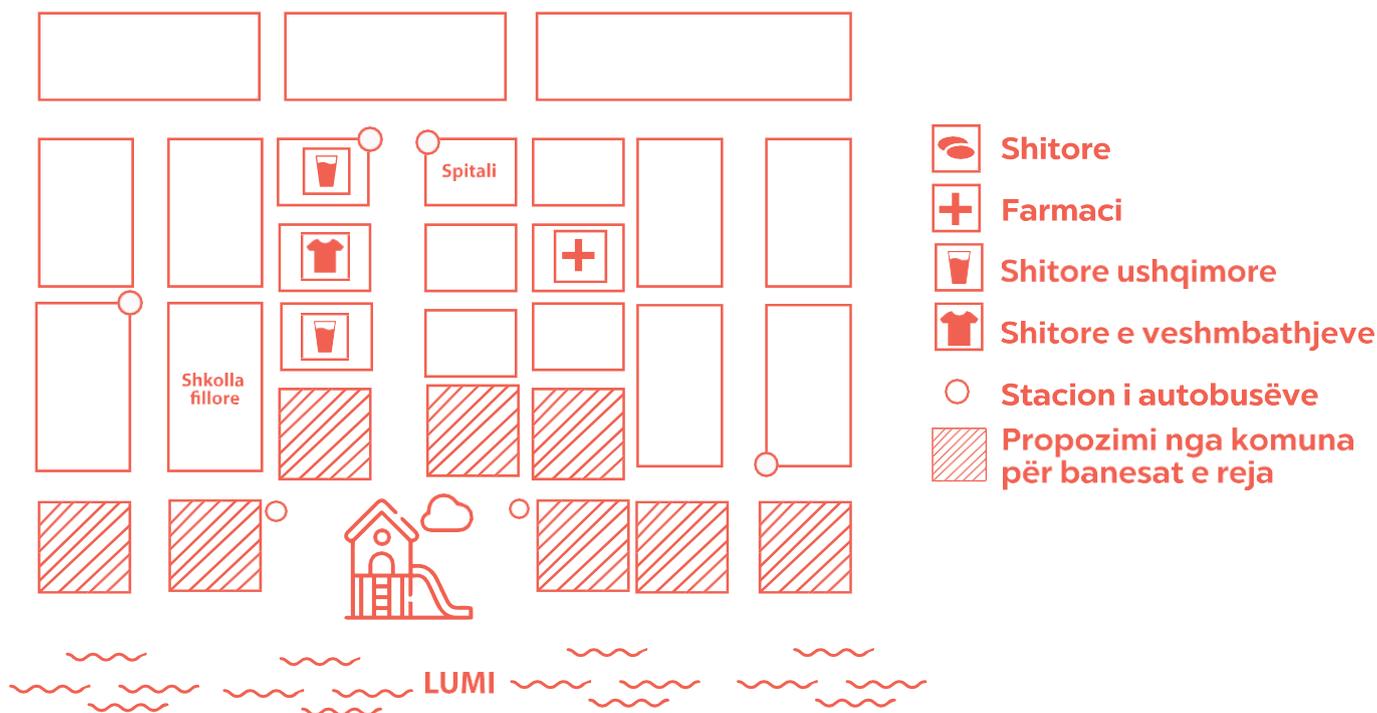
<b>STEP 3</b>	<p>Once completed, all groups will present their points and their position vis-a-vis the construction plan. If they oppose the plan, they must state the reasons. If they are for the plan, they should indicate exactly how the plan will be implemented by removing the problems that may be caused.</p> <p><b>20 minutes</b></p>
<b>Discussion</b>	<p><b>Discuss with them the following questions:</b></p> <ul style="list-style-type: none"> <li>• Are there any other groups/roles that are not included in the discussion?</li> <li>• Which group should have the most weight in this decision?</li> <li>• How did your mind change when you listened to the other groups?</li> <li>• Do you think that during such a decision by the municipality all the opinions of each group are taken into account?</li> </ul> <p><b>7 minutes</b></p>
<b>Comment</b>	<p>The teacher can explain that such decisions are made by the respective municipality on an ongoing basis. The teacher should also explain that the Law on the Rights of the Child requires children to have playgrounds and sports facilities, as well as the right to express their free opinion.</p>

# CONSTRUCTION PLAN

The municipality is working to make a new construction in the neighborhood "Toka". So far this neighborhood has 500 inhabitants and is a poor neighborhood in which very few people work. There are very few jobs in this neighborhood. Those who are employed travel daily to the city center.

The "Toka" neighborhood has several grocery stores, a clothing store, a pharmacy, a school, a family medicine center and a small river park. The apartments in this neighborhood are all three-story and old. Citizens say the apartments need renovation.

The new project of the municipality will replace these apartments with eight-storey apartments that will be safer and more suitable for living. Once the project is completed, there will be space for 1,500 inhabitants. Citizens who do not have a home or a job can be relocated to these apartments.



# ROLES

<p>You are a teacher in the only school in this neighborhood. You have a lot of students in the classroom, a lot more than in the other neighborhoods. You just read about the new municipal plan. What are the positive reasons for this idea? What problems will it cause?</p>	<p>You have just left the house in the village and are looking for a new place to live. You just read about the new municipal plan. What are the positive reasons for this idea? What problems will it cause?</p>
<p>You are the owner of a shop in the "Toka" neighborhood. You can barely afford to keep your business running. You are concerned about the neighborhood crime level. You just read about the new municipal plan. What are the positive reasons for this idea? What problems will it cause?</p>	<p>You work in cleaning and maintenance of the neighborhood. Your department does not have enough staff. Citizens complain that you do not maintain the neighborhood properly. You just read about the new municipal plan. What are the positive reasons for this idea? What problems will it cause?</p>
<p>You work at the only family medicine center in the neighborhood. It is very difficult for you to take care of the 500 residents of the neighborhood. You just read about the new municipal plan. What are the positive reasons for this idea? What problems will it cause?</p>	<p>You are the only bus driver in the neighborhood. The bus is always overloaded with residents going to work outside the neighborhood. You just read about the new municipal plan. What are the positive reasons for this idea? What are the problems it will cause?</p>
<p>You own a neighborhood clothing store and plan to build a factory. You need more clothes' buyers and more workers. You just read about the new municipal plan. What are the positive reasons for this idea? What problems will it cause?</p>	<p>You are the youth of the neighborhood and attend the lessons in the neighborhood school. The only place for you to have fun is the small park. The park is not well maintained and is damaged. You just read about the new municipal plan. What are the positive reasons for this idea? What problems will it cause?</p>

Title	<b>Environmental pollution and children's rights</b>
Purpose	To teach students about the connection between a clean environment and their rights. To make them understand from concrete examples how environmental pollution affects the observation and fulfillment of their rights worldwide. Explore the right of every child to grow up in a healthy environment.
Level	Grades 6, 7, 8, 9
Definitions and key words	<p>Article 42 of the Law on Child Protection: 2.3. The health of the child is guaranteed by taking measures to combat disease and malnutrition, by taking measures for the security of the food products, clean drinking water and taking into account the risks of pollution of the natural environment;</p> <p>Article 24 of the Convention on the Rights of the Child: You are entitled to the best possible health care, clean drinking water, healthy food, a clean and safe environment and information to help you live well.</p>
Materials	Printed material 'Pollution cases' on page 41 and cutting them into squares. Optional: In the absence of printed materials, you can read one or two cases for each group as they write them in a notebook.
Duration	<b>45 minutes</b>
<b>Description of the activity</b>	
STEP 1	<p>Divide students into groups of 4 or 5 people. Depending on the number of groups, divide evenly the "Pollution Cases" cut into squares. If you do not have a printer, you can read a case or two for each group as they write them in a notebook. Ask students to read the cases and comment briefly, and show that these cases are based on real events.</p> <p><b>10 minutes</b></p>

<p><b>STEP 2</b></p>	<p>Ask the students to identify which fundamental rights have been violated in their cases and write them on a piece of paper. After the Discussion is over, ask a group representative to disclose the group case and the rights they think have been violated.</p> <p><b>After the submissions are completed, read these two articles:</b></p> <p>Article 42 of the Law on Child Protection: 2.3. The health of the child is guaranteed by taking measures to combat disease and malnutrition, by taking measures for the security of the food products, clean drinking water and taking into account the risks of pollution of the natural environment;</p> <p>Article 24 of the Convention on the Rights of the Child: You are entitled to the best possible health care, clean drinking water, healthy food, a clean and safe environment and information to help you live well.</p> <p><b>25 minutes</b></p>
<p><b>Discussion</b></p>	<p><b>Read this paragraph to the students:</b></p> <p>Having heard all the groups and laws that protect children's rights related to the environment, what do you think:</p> <ol style="list-style-type: none"> <li>1. Why do these rights continue to be violated internationally? (Potential answer: poor countries economic development, poor policies and penalties for those who harm the environment, old equipment such as automobiles, lack of options for recycling all waste.)</li> <li>2. How can we help improve this situation? (Potential answers: raising awareness, using less non-recyclable tools, eliminating pollution-causing equipment.)</li> <li>3. If in Kosovo the main air pollutant is the use of coal for heating and electricity, then old cars, what are the methods to improve the situation in Kosovo? (Potential answer: insulating houses so that they do not need a lot of heating/cooling, using alternative solar or wind power, raising citizens' awareness to use other transport than cars, etc.)</li> </ol> <p>If you have internet in the classroom, open this website <a href="https://ajri.niph-rks.org/">https://ajri.niph-rks.org/</a> and tell the students that there are now air quality meters in Kosovo.</p> <p><b>10 minutes</b></p>
<p><b>Comment</b></p>	<p>The teacher can explain that each of us has the right to a good life and it is the responsibility of the state to provide us with basic rights. The focus should be on the rights that are violated internationally by not having access to a clean environment because children have the right to have a healthy life and to be able to play and go out on the streets without being endangered by environmental pollution.</p>

# Cases

- During winter season, Kosovo's institutions call upon citizens to avoid going out in some of the cities due to air pollution generated by burning of coal and obsolete vehicles. Families must first check air quality at <https://ajri.niph-rks.org/> and then decide whether to allow their children play outside.
  - In many countries of the world, oceans are overfilled with toxins to the point that people living in the vicinity are losing their source of food (given that they consume fish) or are consuming fish contaminated by toxins.
  - There are some lakes in Canada where swimming is only allowed if wastewater pollution level is low. Children must first check water pollution levels prior to swimming in those waters.
  - In some of Kosovo's villages farmers cannot use river water for irrigation purposes due to pollution caused by wastes disposed into rivers. This is causing economic damages and lack of food.
  - During summer there are high temperatures resulting from the destruction of the Ozone layer, which protects the earth from ultraviolet rays. Children in Australia must necessarily wear hats that cover their heads and neck from harmful sun rays.
  - Children living nearby military camps are exposed to toxins that are interrelated and considered as the causes of the high number of cancer cases in children.
-

Title	Learn how to help sexually abused friends
Purpose	Teach students about their right of not being sexually abused and learn about ways how to defend against abuse. Create empathy for potential victims of abuse and understand that they are protected by the state and society.
Level	Grades 6, 7, 8, 9
Definition and key words	<p>Sexual abuse: When an adult, teenager or child uses power or authority to involve another child in sexual activity. Abuse usually occurs continuously, and not as a standalone occurrence.</p> <p>Forms of sexual abuse: Physical (unsolicited touches to inappropriate places), verbal (catcalling or inappropriate staring), emotional (successive sexual harassment causing nervousness, anxiety and fear in children).</p> <p>Abuser: A person abusing children in an inappropriate form, usually someone known to the child.</p>
Materials	The material “What to do?” is read aloud to the classroom
Duration	<b>45 minutes</b>
Description of activity	
STEP 1	<p>Firstly, start creating a suitable environment for discussing such a sensitive topic. Tell students in the classroom that they are in a safe environment and nothing leaves the classroom. Continue explaining definitions and keywords, and clarify that sexual abuse is present throughout the world. Victims need social support and assistance from everyone and being protected against sexual abuse is a child right defined by law.</p> <p>Give them some time to understand the topic of the activity and ask if they have any comments or questions.</p> <p><b>5 minutes</b></p>

**STEP 2**

*Start reading aloud the “What to do?” story. After reading it, ask your students to individually answer the following two questions, by writing them down in the notebook:*

1. Should you keep it a secret? Why or why not?
2. What can you do to help Trik?

Give them 10 minutes to answer, then ask students to speak about their answers in groups or pairs, depending from the sitting arrangements.

**20 minutes**

**STEP 3**

After having discussed in groups or pairs, invite all students in the classroom to answer the first question. Let them know there is no wrong answer, and everyone has the right of expressing an opinion.

1. Should you keep this a secret? Why or why not? (Potential answers: listen to how the victim feels and try encouraging him or her to seek help from an adult so that he or she does not lose trust.)

Now ask students to formulate a list of how they could help a female or male friend that could be victim of sexual abuse. Write answers in the board.

*Make sure you include the following points in the list:*

1. Try not to interrupt while he or she is speaking and give advises immediately (maybe the victim only needs to talk).
2. Listen carefully.
3. Do not laugh (sometimes we laugh in uncomfortable situations).
4. Trust the victim (do not, at any moment, doubt whether the victim is telling the truth).
5. Do not rumour about the case.
6. Help the victim speak to an adequate adult (parent, teacher, school psychologist, police officer).
7. Support the victim - it's difficult to come forward with something like that.
8. Show them you care by offering help.
9. Tell them several times that it's not his/her fault (victims tend to feel guilty, but sexual harassment is never the victim's fault).

**20 minutes**

## Comment

The teacher should create an appropriate and comfortable environment for this conversation to take place. Make sure children believe they are helping sexual abuse victims and do not pretend that they are victims. Accept as valid all answers from participants. For more information on how to talk to your students about the topic, please see the Save the Children report:

[https://resourcecentre.savethechildren.net/node/7749/pdf/respect\\_my\\_body\\_albanian.pdf](https://resourcecentre.savethechildren.net/node/7749/pdf/respect_my_body_albanian.pdf)

## What should I do?

You and Trik are hanging out and talking about the girl/boy you like. All of the sudden, Trik changes his approach and starts telling you that his dad's friend comes to his house when nobody is around. Trik tells you that this person says uncomfortable things of sexual nature and in one occasion has touched him in an inappropriate place. Trik says he does not know what to do, and makes you promise not to tell anyone.

If this case is too serious, you can read the next case.

You and Trik are hanging out and talking about the girl/boy you like. All of the sudden, Trik changes his approach and starts telling you about a new friend in "Snapchat". Trik tells you that this person speaks about things of sexual nature and asks for nude photos. Moreover, this person has already sent nude photos and is asking to meet-up.

<b>Title</b>	
<b>Creating an equal non-discriminatory society</b>	
<b>Purpose</b>	Students should understand the forms of discrimination and everyone's right to be equal in the society. Teach them how to create an inclusive environment and accept everyone regardless of gender, faith, race, or religious belief.
<b>Level</b>	Grades 6, 7, 8, 9
<b>Definitions and key words</b>	<p>Society: All people living in a district, city or state regardless of gender, ethnicity and religion.</p> <p>Discrimination: Unequal and biased treatment for different categories of people, mostly based on gender, religion, ethnicity and age.</p> <p>Active participation: Participating in advocating for the development of the society and changing things that are harmful to the society.</p>
<b>Materials</b>	<p>Printing materials: "Discrimination cases" in page 47, and cutting them into squares.</p> <p>Optional: In absence of printing materials, you can read one case for each group, while they write-down in the notebook.</p>
<b>Duration</b>	<b>45 minutes</b>
<b>Description of activity</b>	
<b>STEP 1</b>	<p><b><i>Start asking students about discrimination.</i></b></p> <ol style="list-style-type: none"> <li>1. What does discrimination mean to you? (Optional answers: unfair and biased treatment for different categories of people, mainly based on gender, religion, ethnicity, age).</li> <li>2. Do you know any example of discrimination that you have seen in classrooms, at school, in the neighbourhood, bus, store, television or elsewhere? (Gender discrimination, race-based discrimination, and religion based discrimination).</li> </ol> <p><b>10 minutes</b></p>
<b>STEP 2</b>	<p>Divide students into groups. Disseminate "Cases of Discrimination" to each group. There are a total of 5 cases.</p> <p>Optional: If you cannot print them, read each case aloud to each group, while they write them down in the notebook.</p> <p>Ask students to write down their answers individually as to what they would do - for 5 minutes, and then discuss in groups for 10 minutes.</p> <p><b>15 minutes</b></p>

<b>STEP 3</b>	<p>After they're done, all groups present their cases and how they would react.</p> <p><b>10 minutes</b></p>
<b>Discussion</b>	<p>Discuss the following questions with them:</p> <ul style="list-style-type: none"><li>• Do you think we have such cases of discrimination in our society? If so, what are the most frequent?</li><li>• What can you do to help discriminated groups?</li></ul> <p>10 minutes</p>
<b>Comment</b>	<p>The teacher can explain that one of the fundamental children rights is to have discrimination against anyone prohibited. All institutions are obliged to protect all children against discrimination.</p>

# CASES OF DISCRIMINATION

## **CASE 1: Discrimination against children with disabilities**

1 September. Andela is 7 years old and today will start first grade. She can only move in a wheelchair. As soon as she arrives at the school yard, Andela notices that she cannot enter the facilities as she cannot go over the stairs with her wheelchair.

*You are Andela's parent. What would you do?*

## **CASE 2: Gender discrimination**

Some boys are playing football in the park. A girl approaches them and asks to play with them. One of the boys says she cannot as she is a girl.

*You are one of the boys playing football. What would you do?*

## **CASE 3: Race-based discrimination**

A Roma boy is waiting at the bus station. When the bus comes, the bus driver does not allow him to enter.

*You are one of the bus passengers. What would you do?*

## **CASE 4: Discrimination based on economic situation**

The school is planning an excursion to the National Museum. The entry fee to the museum is EUR 2 per student. Those who failed to pay cannot go to the museum. One of your friends cannot come.

*He is your tablemate. What would you do?*

## **CASE 5: Discrimination based on ethnical belonging**

There is a fight happening in the school yard between a Bosnian and Albanian student. The school director suspends the Bosnian student. The Albanian student does not receive any punishment.

*You are the deputy director of the school. What would you do?*

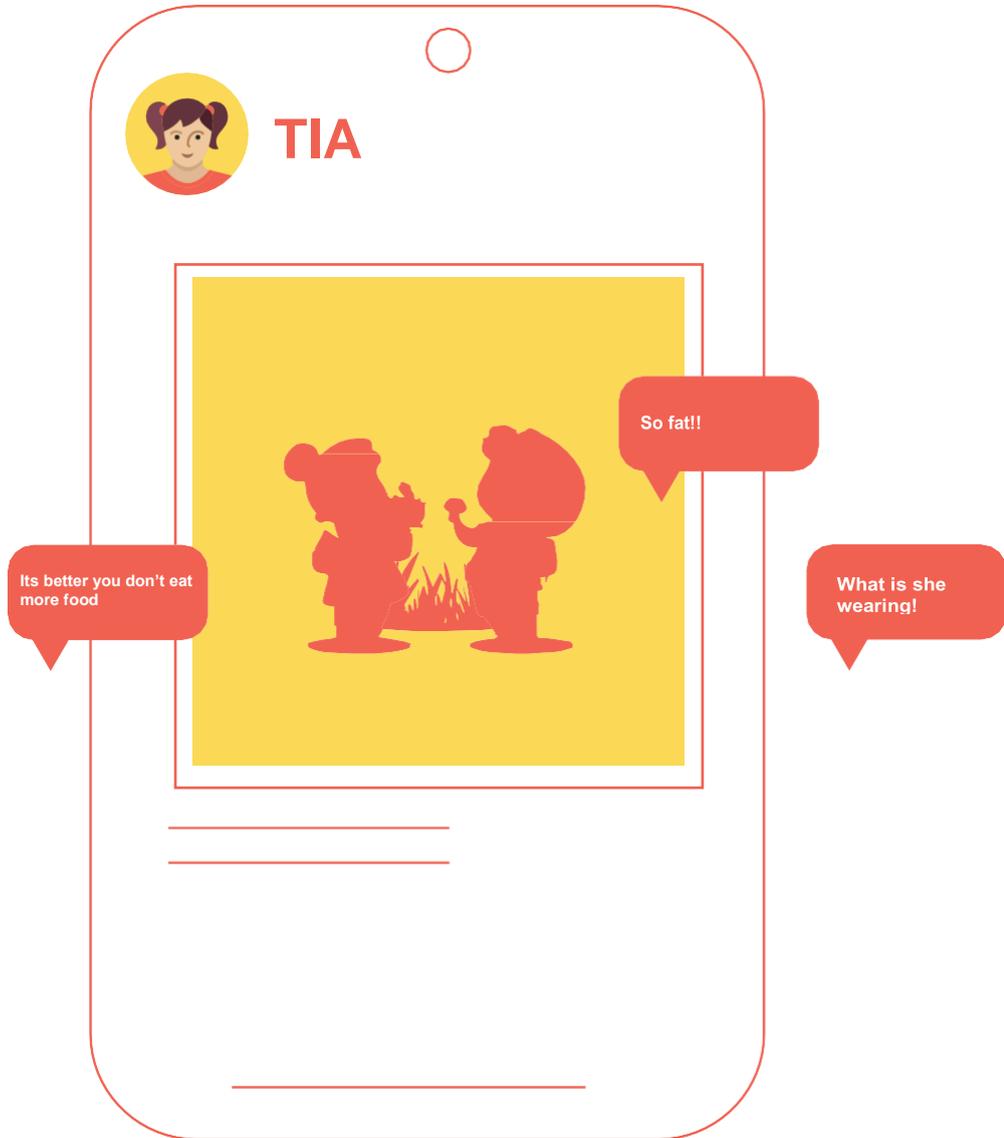
Title	<b>Internet violence</b>
Purpose	Students should understand the different forms of internet violence and the possibility of avoiding it. They should learn about empathy and supporting victims of internet violence.
Levels	Grades 6, 7, 8, 9
Definition and key words	Cyber violence: Use of digital equipment, websites and applications to frighten, hurt or inconvenience someone else. Empathy: Imagine how someone else is feeling, and put yourself in other people shoes (positions).
Materials	<p>Play the video in a projector <a href="https://youtu.be/jUYyph1c2xl">https://youtu.be/jUYyph1c2xl</a>. Optional: In absence of internet and equipment, ask children to watch it at home or to play it in their mobile phones, if they have them.</p> <p>Case reading: TIA in page 50</p> <p>Drawing materials “Perspective” in table 51</p>
Duration	<b>45 minutes</b>
<b>Description of the activity</b>	
STEP 1	<p>Play the video on internet violence in the projector: <a href="https://youtu.be/jUYyph1c2xl">https://youtu.be/jUYyph1c2xl</a>. Optional: In absence of internet and equipment, ask the children to watch it at home, or play it in their phones in the classroom, if they have them.</p> <p><b>Ask students:</b></p> <ol style="list-style-type: none"> <li>1. What happened?</li> <li>2. Do you know similar cases of internet violence?</li> <li>3. What are consequences to the victim?</li> <li>4. How can we prevent internet violence?</li> </ol> <p><b>10 minutes</b></p>
STEP 2	<p>Read aloud the story “TIA” and comments written therein. Ask students if: This is a form of internet violence? Do you know anyone who has been subjected to something similar?</p> <p><b>10 minutes</b></p>

<p><b>STEP 3</b></p>	<p>Divide students into groups. Draw the material “Perspective” - page 53, in the drawing table. Define roles for each group (Tia, teacher, one of the commenters, Teas parent, school director). Ask them to fill the three rows in the table from the perspective of their role.</p> <p>Ask each group to present points from the perspective of their role.</p> <p><b>15 minutes</b></p>
<p><b>Discussion</b></p>	<p><b><i>Discuss following questions with them:</i></b></p> <p>After having heard other perspectives, what have you failed to take into account in your own perspective? Is there something you would add? What would be more helpful to Tea? Which people are most useful in this case?</p> <p><b>10 minutes</b></p>
<p><b>Comment</b></p>	<p>The teacher can explain that one of children’s fundamental rights is to have any type of violence against them prohibited and institutions are obliged to ensure such a right. It’s highly likely that some of the children in the classroom were or are victims of internet; therefore you should be sensitive to them and their experiences.</p>

# TIA

Tia opens her Instagram account. She sees that her friend Tesa has posted a photo of her making funny faces while eating food. Tia also sees that people she goes to school with have commented the photo.

*These are the comments:*



Tia closes her “Instagram” account and does not attend school for several weeks. She starts a strict diet, which causes health problems to her. Everyone is concerned about her wellbeing.

# PERSPECTIVE

I reacted like that because ...	One thing I would do differently is ...	This does not allow me to do something different ...

<b>Title</b>	<b>Girl or boy</b>
<b>Purpose</b>	Students understand their right of identity without being affected by the society and society's expectations. They understand and respect personal differences.
<b>Level</b>	Grades 6, 7, 8, 9
<b>Definitions and keywords</b>	<p>Stereotype: Creating an opinion about a person or group of people based on characteristics that most of the times are false, e.g.: Boys don't know how to cook.</p> <p>Discrimination: Unfair and biased treatment for different categories of people, mostly based on gender, religion, ethnicity and age.</p>
<b>Materials</b>	<p>Posters 'Boys or Girls" in page 55 and 56 are displayed via projector. Play the video: <a href="https://youtu.be/VjoLWvQJ1iw">https://youtu.be/VjoLWvQJ1iw</a></p> <p>Optional: If you don't have a projector, then only write the statements in a white or black board.</p>
<b>Duration</b>	<b>45 minutes</b>
<b>Description of the activity</b>	
<b>STEP 1</b>	<p><i>Start by informing students regarding gender discrimination and stereotypes, then display each photo "Boys and Girls" with a projector, and after each photo ask students:</i></p> <ol style="list-style-type: none"> <li>1. What does this photo say?</li> <li>2. Is there something that troubles you in this photo?</li> </ol> <p>You can then play the video by clicking in this link <a href="https://youtu.be/VjoLWvQJ1iw">https://youtu.be/VjoLWvQJ1iw</a> and comment on the same questions.</p> <p>Optional: If you don't have a projector, then only write statements in a white or black board.</p> <p><b>10 minutes</b></p>

*Write in the board: BEING A MAN*

*Ask students:*

1. What kinds of words or expectations come to mind when asked what “being a man” means in your society? (Potential answers: strong, athletic, male, dominant, head of the family, do not cry).

Write down in the board everything that is being said. Explain that those are a list of behaviours and things that boys are expected to live up to become a man. Explain that these are stereotypes and not always true.

**STEP 2**

2. Where do we receive these messages (stereotypes) that tell us how a man should behave and look? (Potential answers: parents, family, television, social media, movies, society).

Write down answers in the board and draw an arrow on the side of stereotypes, indicating who empowers these types of stereotypes.

3. How are men or boys, who do not fit and do as expected of them, labelled? (Potential answers: cries like a girl, weak like a girl). Emphasise that this hurts people emotionally.

**10 minutes**

*Write in the board: BEING A GIRL*

*Ask students:*

1. What kind of words or expectations comes to mind when asked what “being a girl” means in your society? (Potential answers: innocent, calm, emotional, mother of the house, not athletic).

Write down in the board everything that is being said. Explain that those are a list of behaviours and things that girls are expected to adapt due to society’s expectations. Explain that these are stereotypes and not always true.

**STEP 3**

2. Where do you receive these messages (stereotypes) that tell us how a **man** should behave and look? (Potential answers: parents, family, television, social media, movies, society)

Write down answers in the board and draw an arrow on the side of stereotypes, indicating who empowers these types of stereotypes.

3. How are girls, who do not adapt and do as expected of them, labelled? (Potential answers: uncultured, like a man, rebel). Emphasise that these hurt people emotionally

**10 minutes**

<b>Discussion</b>	<p><b><i>Discuss the following questions with students in the classroom:</i></b></p> <ul style="list-style-type: none"><li>• How does society impact the strengthening of these stereotypes on girls and boys?</li><li>• What is the main impact of these messages? (Potential answers: not living a free life, loss of personal identity, impact on daily life and career).</li><li>• How do these messages impact development of personal identity? (Potential answers: identity designed based on society's expectations, changes to your life and things you want to do because of gender).</li></ul> <p><b><i>15 minutes</i></b></p>
<b>Comment</b>	<p>The teacher explains that one of the fundamental rights for children is prohibiting discrimination against anyone. Development of personal identity without outside influence is also a fundamental right. Stereotypes create many barriers in the daily life and in professions, particularly for girls.</p>

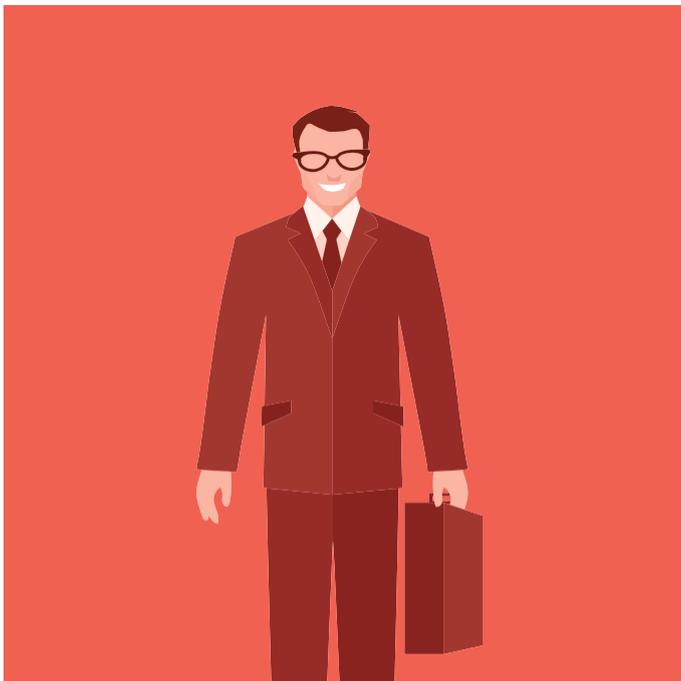
# BOYS OR GIRLS



**Boys are  
doctors**



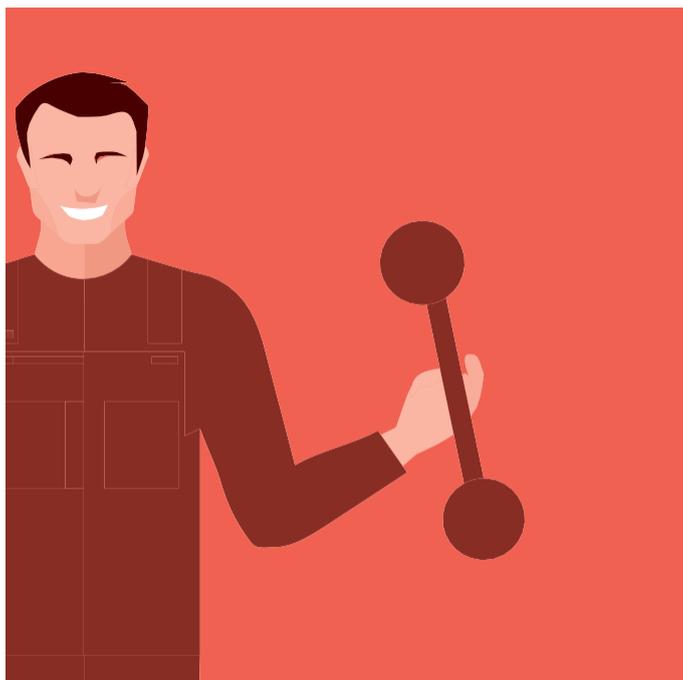
**Girls are  
nurses**



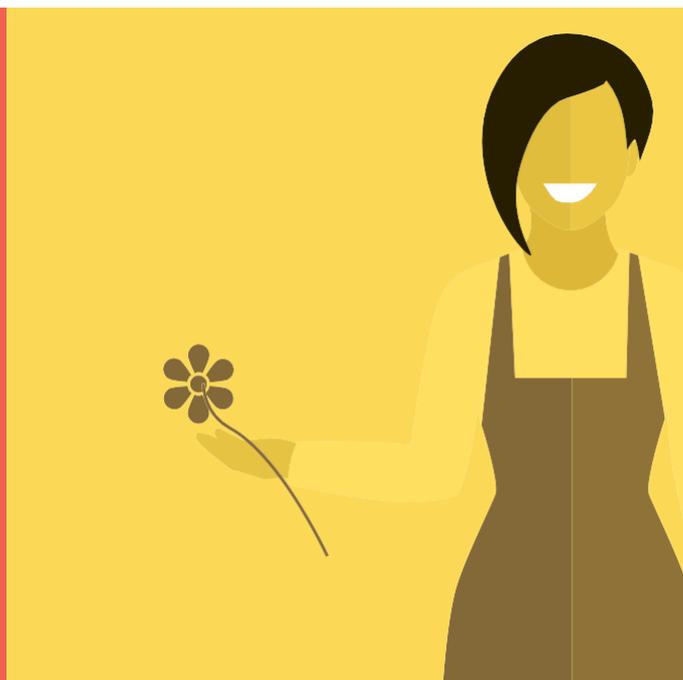
**Boys go  
to the  
office**



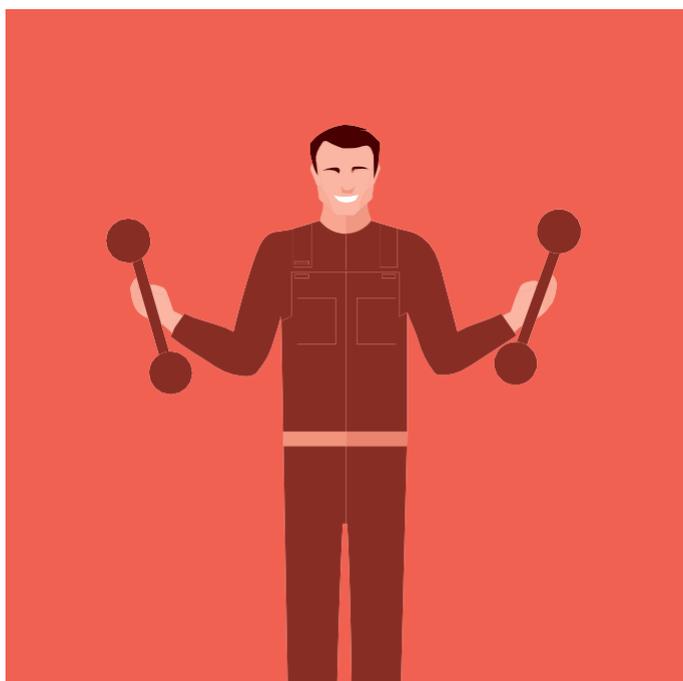
**Girls stay  
at home**



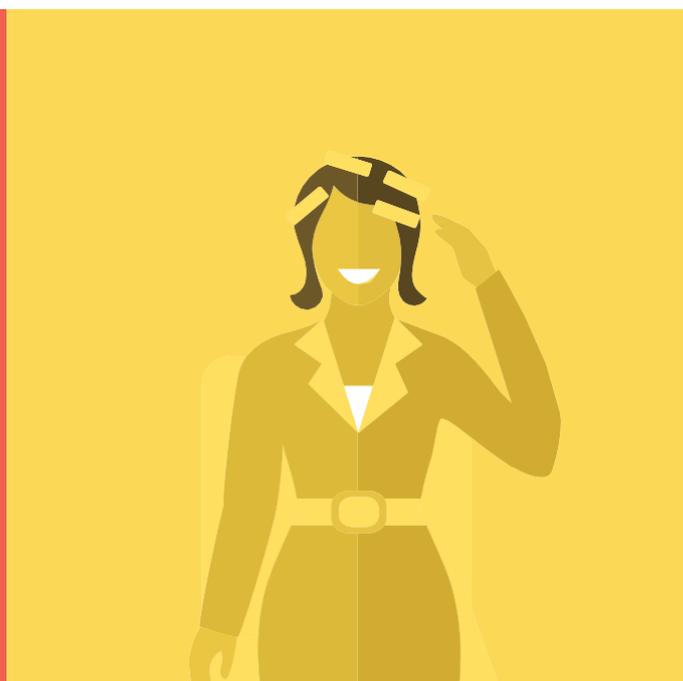
**Boys are  
strong**



**Girls are  
sensitive**



**Boys go  
to the  
gym**



**Girls go to  
bueaty salons**

<b>Title</b>	<b>Mental health</b>
<b>Purpose</b>	Students understand mental health and importance of seeking help in such cases.
<b>Level</b>	Grades 6, 7, 8, 9
<b>Definitions and keywords</b>	Mental health: Social and psychological wellbeing; stress release, anxiety and fear. Stigma: When the society sees you differently, makes you feel embarrassed and bad solely for not being in good mental health and seeking psychological help.
<b>Materials</b>	Play “Importance of Mental Health” <sup>4</sup> in a projector: <a href="https://youtu.be/VBWhIsCbhKQ">https://youtu.be/VBWhIsCbhKQ</a>  Optional: In absence of internet and equipment, ask children to watch it at home or play it in their phones, if they have them.
<b>Duration</b>	<b>45 minutes</b>
<b>Description of the activity</b>	
<b>STEP 1</b>	<p>Play “Importance of Mental Health” in a projector: <a href="https://youtu.be/VBWhIsCbhKQ">https://youtu.be/VBWhIsCbhKQ</a></p> <p>Optional: In absence of internet and equipment, ask children to watch it at home or play it in their phones, if they have them.</p> <p><b>Ask students:</b></p> <ol style="list-style-type: none"> <li>1. Explain the video in a few words?</li> <li>2. What is mental health? What is the importance of mental health?</li> <li>3. What stresses us the most? (Potential answers: tests, family problems, economic problems etc.).</li> <li>4. What is the difference between mental and physical health? (Potential answers: mental health is feeling good, not feeling tired or sad often, and not having stress, while physical health is when we have no body aches).</li> </ol> <p><b>20 minutes</b></p>

<sup>4</sup> This video was done by TruAktiv program, which is implemented by “Sbunker” and ÇtruAktiv community

<b>STEP 2</b>	<p>Ask students about some of the ways they relax when they do not feel good or are stressed. Ask them to propose some methods you could do in the classroom, such as e.g. playing music, meditating, dancing. Chose the best idea you can do in the classroom. Allow 10 minutes for relaxation with the chosen method.</p> <p><i>15 minutes</i></p>
<b>STEP 3</b>	<p>After they are done, ask students how they feel. Why is it important to relax and rest when they feel overburdened?</p> <p><i>10 minutes</i></p>
<b>Comment</b>	<p>The teacher can explain that mental and physical health is among children's fundamental rights. Recreation and playing are also among other rights of children.</p>

<b>Title</b>	<b>Understanding friends with disabilities</b>
<b>Purpose</b>	Students understand difficulties faced by children with disabilities and feel the responsibility of helping them.
<b>Level</b>	Grades 6, 7, 8, 9
<b>Definition and keywords</b>	Disability: Mental or physical condition that affects people's ability to do one or several activities, e.g. seeing, hearing, walking, reading, learning, working, etc.
<b>Materials</b>	Notebook and pencil
<b>Duration</b>	<b>45 minutes</b>
<b>Description of the activity</b>	
<b>STEP 1</b>	<p>After breaking them into groups, ask students to write down and list everything you do during the day (going to school, library, getting dressed, listening to music and playing).</p> <p>After you have completed the list, ask students to review the list and for each activity imagine how a blind child does those things during the day, and then ask from each group to present their points.</p> <p><b>15 minutes</b></p>
<b>STEP 2</b>	<p>Divided into groups, ask students to:</p> <ol style="list-style-type: none"> <li>1. Assess school conditions with regard to access for children with disabilities;</li> <li>2. Propose ways how to facilitate access to school for children with disabilities.</li> </ol> <p>In the last minutes, each member of the group presents both points.</p> <p><b>30 minutes</b></p>
<b>Comment</b>	The teacher should explain that creating a suitable environment for children with disabilities is stipulated by the Law on Child Protection.

<b>Title</b>	<b>I and the media</b>
<b>Purpose</b>	Students understand about protection in mass media and its negative impact in academic, personal and social development.
<b>Level</b>	Grades 6, 7, 8, 9
<b>Definitions and keywords</b>	Mass media: Including television, advertisement, social networks, newspapers, movies, games etc.
<b>Materials</b>	Notebook and pencil
<b>Duration</b>	<b>45 minutes</b>
<b>Description of the activity</b>	
<b>STEP 1</b>	<p><b><i>Present the topic and define what mass media is. Ask students to think about the most popular profile they follow on social networks. Ask them to list:</i></b></p> <ol style="list-style-type: none"> <li>1. Why are they popular?</li> <li>2. How do these profiles affect them? (Potential answers: dressing style, food, music, games).</li> <li>3. What do their profiles mostly contain?</li> <li>4. What part of their real life is not presented in their profiles? (Potential answers: moments of grief, sadness or solitude).</li> </ol> <p><b>10 minutes</b></p>
<b>STEP 2</b>	<p><b><i>Break students into groups and read them this paragraph:</i></b></p> <p>In groups, you have to create something popular. For example, a profile in social networks, advertisement, TV shows. Your product should be adapted to developments and what is being asked from your peers these days. For example, a “YouTube” channel for games in the internet.</p> <p>Ask each group to present their product in 3 minutes.</p> <p><b>20 minutes</b></p>

<b>Discussion</b>	<p><i>After the presentation, discuss the following questions with them:</i></p> <ol style="list-style-type: none"><li>1. What has pushed you to create that product? What did you take into account? (Potential answers: trends, what peers like).</li><li>2. What have you not presented during the launch of the product? (Potential answers: the dark side, normal and real part).</li><li>3. How do you think media affect you? (Potential answers: clothing, food, games, life styles).</li><li>4. Do Medias display the dark sides? If not, how does this affect your welfare? (Potential answers: creating an incorrect reality that increases children expectations and creates dissatisfaction).</li></ol>
<b>Comment</b>	<p>The teacher must explain the false reality created in the media and encourage critical thinking amongst students whenever they see something popular, and question its realness.</p>

<b>Title</b>	<b>Eat healthy</b>
<b>Purpose</b>	Help students understand their right to access healthy food and understand their responsibility towards healthy eating.
<b>Level</b>	Grades 6, 7, 8, 9
<b>Materials</b>	Notebook and pencil
<b>Duration</b>	<b>45 minutes</b>
<b>Description of the activity</b>	
<b>STEP 1</b>	<p>Ask students to indicate what healthy foods are (write them on the board). Now ask students to indicate what unhealthy foods are (write them on the board).</p> <p><b>10 minutes</b></p>
<b>STEP 2</b>	<p>Divide students into groups and read this paragraph:</p> <p>In groups, you should create a menu for breakfast and lunch for your peers. You need to keep in mind that foods should meet the needs of your peers for body development, brain development, concentration, energy, health, strength, etc. You need to research online which foods help with these things. After listing the foods, create two meals by combining them, and then present them on a poster.</p> <p><b>20 minutes</b></p>
<b>STEP 3</b>	<p>Students present their two meals, clarifying what each food is good for. In the end, it is required to vote the best meal.</p> <p><b>15 minutes</b></p>
<b>Comment</b>	The teacher should take care of children with more difficult economic conditions to make them feel involved.



# CHAPTER 3

## Grades 10 – 12

Chapter 3 of this handbook contains activities for grades 10 to 12 that are directly related to children's rights as provided in the Law on Child Protection and the Convention on the Rights of the Child. Taking into account the cognitive development of children from grades 10 to 12, activities are designed for children to understand their rights indirectly by providing solutions and alternatives for possible rights violations. Also, children understand their responsibilities to create a safe environment for all peers. Activities have a special focus on the emotional, cognitive and practical development of children by understanding their rights.

Activities in this chapter intend to elaborate and understand these fundamental rights of children:

- 
- **Fundamental rights** such as the right to shelter, food and a clean-living environment;
  - **Active participation and civic engagement** emphasizing the need for coexistence in society and free expression of opinions;
  - **Respect the child's point of view** clarifying different forms for decision-making and expressing thoughts and feelings;  
**Protection against discrimination** with special emphasis on children with disabilities, children from minority communities, gender and socio-economic status;
  - **Protection against all forms of violence** including cyberbullying and sexual abuse;
  - **Protection from the mass media** by clarifying the impact of the media in daily life in order to avoid the impact;
  - **Protection against harmful substances** by asking students themselves to understand the harms and take responsibility;
  - **Game/entertainment and mental health** by offering opportunities for games and fun and emphasizing their right to rest.

To facilitate the work of the teacher, the format of all activities is the same and contains simplified details for development of each activity. In addition to the level of students' cognitive knowledge, the teachers' access to materials for development of the activity has also been taken into account and options are provided for each activity, which are easily applicable. The teacher is expected to modify questions and parts of the activity based on the level of knowledge of the grade.

Each activity contains: (1) Title; (2) Purpose, which indicates the right intended to be taught; (3) Level; (4) Definitions and keywords; (5) Additional materials and options; (6) Duration; (7) Activity description - each activity is described with follow-up steps, questions for children and direct instructions; (8) Discussion - additional questions to achieve the purpose of the activity; and (9) Comment - instructions to the teacher on where to put more emphasis during the activity.

Title	Request to the municipality
<b>Purpose</b>	Teach students about active participation in society and citizenship. Understand the connection between people and society, how they interact with each other in an active civilization. Learn to express their opinion and their right to have an opinion.
<b>Level</b>	Grades 10, 11, 12
<b>Definitions and keywords</b>	<p>Society: All people living in a district, city, or state regardless of gender, ethnicity, and religion.</p> <p>Advocacy: Representing and protecting the interests of society through public recommendations.</p> <p>Coexistence: Healthy living together with people in society.</p> <p>Active participation: Participating in advocating for the development of society and changing things that are harmful to society.</p> <p>Compromise: Making a decision that is acceptable to all.</p> <p>Opinion: Views and opinions about a certain issue.</p> <p>Stakeholders: A group of people who have common interests and requests on a particular issue.</p>
<b>Materials</b>	<p>Printed material (1), “Request for the municipality”, page 68.</p> <p>Optional: In absence of printed materials, you can write on the board the inclusive points “Request for the municipality” or present them on the projector.</p>
<b>Duration</b>	<b>45 minutes</b>

### Description of the activity

<b>STEP 1</b>	<p>Ask students to think about an urban problem they have in their neighbourhood or city that they would ask the relevant municipality for improvement.</p> <p>Optional: A day before the activity, ask students to research online about urban planning problems in their city. Encourage them to follow the news or research in the newspapers about this topic and see reactions of different interest groups.</p> <p><b>5 minutes</b></p>
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<p><b>STEP 2</b></p>	<p>Brake students into pairs or groups of three. Distribute the “Request for the Municipality” to each group.</p> <p>Optional: In case you cannot print them, write on the board the key points included in the ‘Request for the Municipality’ or present them on the projector.</p> <p><b>3 minutes</b></p>
<p><b>STEP 3</b></p>	<p><b>Read these paragraphs from the Law on Child Protection to them:</b></p> <p>Article 40:</p> <p>2. Institutions at central and local level shall take concrete measures, within their competencies, to create adequate spaces and equal opportunities for practicing cultural, artistic and recreational activities for all children. These measures include:</p> <p>2.1. approval of the urban regulatory framework as well as acts of local self-government bodies to guarantee adequate urban space and secure access to sports facilities, playgrounds or other recreational facilities for all children regardless of age, gender, race, ethnicity, ability or social economic conditions.</p> <p>Ask students to write in short paragraphs first: (1) the urban problem, (2) the request and proposal for solving the problem, and (3) the main beneficiaries of the implementation of this plan, then ask the students to write a formal request for the municipality using the ‘Request for the Municipality’ format.</p> <p><b>20 minutes</b></p>
<p><b>STEP 4</b></p>	<p>Ask students to elaborate their request to the class in brief paragraphs, pointing out the problem and the solution they offer, then vote for their best request which would improve the life of most of the society.</p> <p><b>10 minutes</b></p>

<p><b>Discussion</b></p>	<p><i>Discuss the following questions with students in class:</i></p> <ul style="list-style-type: none"> <li>• Is there any group with other interests that would prevent the implementation of the plan proposed by you?</li> <li>• Which group should have the most weight in this decision?</li> <li>• How did you change your mind when you heard from other groups about your problem?</li> </ul> <p><b>7 minutes</b></p>
<p><b>Additional Activity</b></p>	<p>For extra hours, invite a representative of the municipality to the panel to listen to students' requests for urban development. Students can submit their own request for a meeting. Before the meeting, students write key points for discussion about the requirements they have developed during the activity, the way of implementation and advantages that the development of their project would offer.</p>
<p><b>Comment</b></p>	<p>The teacher can explain that such decisions are made by the respective municipality on an ongoing basis. Also, the teacher should explain that the Law on Child Protection requires children to have playgrounds and sports facilities, as well as the right to express their free opinion.</p>

# Request for the municipality

To: [Enter the name or directory you are addressing]

By: [Enter your name or school name]

About: [Enter the reason for the request]

*Dear,*

**PARAGRAPH 1:** [Write 2-3 sentences about your request, what is the problem and what is your concrete request, for example: In our neighbourhood, due to heavy traffic, we have no space to play and are endangered by vehicles every time we play].

**PARAGRAPH 2:** [Write 5-6 sentences about ideas how you want to change a part of the city and how your request would improve your life and the life of your society, for example: We ask the municipality to encircle our play area so that vehicles cannot access that part and do not endanger our lives].

**PARAGRAPH 3:** [Ask for more respect from the municipality to consider your request and offer your readiness for a meeting if requested by the municipality].

With much respect,

[Name and surname]

[Profession]

[Email and contact number]

<b>Title</b>	<b>Put yourself in someone else's shoes</b>
<b>Purpose</b>	Teach students about inequality in society and help them understand different groups in society. Understand personal punishments that some people have just because they belong to a minority group.
<b>Level</b>	Grades 10, 11, 12
<b>Definitions and keywords</b>	<p>Minority: A national minority living in one country or another: the Roma minority in Kosovo.</p> <p>Stereotype: Creating an opinion about a person or group of people based on characteristics that most of the time is not true, e.g.: Boys do not know how to cook.</p> <p>Discrimination: Unequal and different (in a bad way) treatment of a person or group just for belonging to another race, ethnicity, religion, gender or sexual orientation.</p> <p>Autism Spectrum: A developmental disorder characterized by difficulties in social interaction and communication and by limited or repetitive patterns of thought and behaviour.</p>
<b>Materials</b>	<p>Printed material (1), "Roles for each student", on page 72.</p> <p>Optional: In absence of printed materials, you can write them on small square sheets before the start of the lesson.</p>
<b>Duration</b>	<b>45 minutes</b>
<b>Description of the activity</b>	
<b>STEP 1</b>	<p>Explain that everyone will put themselves in "someone else's shoes", i.e. will imagine living their lives. They need to use their imagination when answering the questions.</p> <p>Divide roles to all the students and ask them to keep their roles secret. There are a total of 20 roles. Other students who do not have roles observe and try to find the role of each based on the steps that students take before.</p> <p>Tell the students with roles to stand up and arrange them in a straight line. You can use the school hallway or a larger space if the classroom has no space.</p> <p><b>5 minutes</b></p>

<p><b>STEP 2</b></p>	<p>To help them get into the role, read these questions and ask students to answer in their minds. After each question, pause for a moment to allow them enter and visualize their role.</p> <ul style="list-style-type: none"> <li>• How was your childhood? Where did you live? Did your parents work?</li> <li>• How is your life now? Who do you hang out with? What do you do in the morning, afternoon and evening?</li> <li>• What lifestyle do you have now? Do you have enough money? Where do you spend your holidays or your free time?</li> <li>• What do you like and what scares you?</li> </ul> <p><b>5 minutes</b></p>
<p><b>STEP 3</b></p>	<p>Tell students you will read aloud a list of situations and events. Every time they answer “yes” they have to take a step forward and stay there. If they also say “yes” to the second question, then they should take another step forward. Otherwise, they should not move.</p> <p>Read the situations on page 71 and pause a bit so the students will have time to think. In the end, ask everyone to count how many steps ahead they are.</p> <p>15 minutes</p>
<p><b>Discussion</b></p>	<p><b><i>Discuss the following questions with all participants:</i></b></p> <ul style="list-style-type: none"> <li>• How did you feel when you took a step forward? How did you feel when you were not moving at all?</li> <li>• For those who took many steps forward, when did they realize that others were not moving as fast as they did?</li> <li>• How easy or difficult was it to get into the role? Are they sure that the overview of the role created is not based on stereotypes?</li> </ul> <p><b><i>Question for observers:</i></b></p> <ul style="list-style-type: none"> <li>• Can you guess everyone's roles? (Read some of the roles).</li> </ul> <p><b><i>Questions for all students:</i></b></p> <ul style="list-style-type: none"> <li>• What could be a case of stereotype during the development of the activity?</li> <li>• Does this activity reflect the society? How?</li> <li>• What are some rights denied to minorities, children with disabilities and other non-majority groups?</li> <li>• What are the first steps to address inequality in society?</li> </ul> <p><b>20 minutes</b></p>
<p><b>Comment</b></p>	<p>The main purpose of this activity is for students to understand the inequality that occurs due to the group they belong to, so the distance between the steps should be very clear.</p>

# SITUATIONS

1.	You have always had a lot of money to spend as you please.
2.	You have a good house and have a personal phone.
3.	You feel respected by everyone around you.
4.	You feel that your opinion matters and people listen to you.
5.	You have finished or will finish high school.
6.	You can go to school regularly.
7.	You have someone to ask for advice whenever you need it.
8.	You have never felt discriminated against.
9.	You can visit the doctor and take medication whenever you need it.
10.	You go on vacation at least once a year.
11.	You cannot invite your friends home whenever you want.
12.	You have an interesting life and a successful future.
13.	You feel you can learn and choose the profession you want.
14.	You are not afraid of bullying or street attacks.
15.	You go to the theatre or the cinema at least once a month.
16.	You can eat healthy and eat whatever you want.
17.	You can love whoever you want.
18.	You can use the internet whenever you want to learn.
19.	You cannot stay home freely.
20.	You do not need to work for money.

# ROLES

You are 16 years old and pregnant.	You are a boy from the Ashkali community and you help your father for various jobs.
You are 15 years old and suffering from autism.	You are a 15-year-old girl from the Roma community and you will get married in a month.
You are the daughter of the American ambassador to Kosovo.	You are a 13-year-old boy who was bullied at school.
You are an immigrant from Syria and do not have a family in Kosovo.	You are a 12-year-old orphan living in an orphanage.
You are the daughter of a wealthy businessman.	You are a 13-year-old with learning disabilities.
You are 14 years old; your father is an alcoholic, unemployed. You suffer domestic violence.	You are a 13-year-old and suffer from domestic violence.
You are a 14-year-old Muslim and wear the headscarf this year.	You are the son of the Prime Minister of Kosovo.
You are a famous children's singer.	You are the child of both doctor parents. You are a Catholic.
You are the son of a Bosnian father who has a successful business.	You are a 13-year-old Serb living in Prishtina.
You are a student with a disability and use the wheelchair to move.	You are a 15-year-old girl whose nude photo was posted on the internet.
You are yourself.	You are yourself.
You are yourself.	You are yourself.

<b>Title</b>	<b>Learn how to help sexually abused friends</b>
<b>Purpose</b>	Teach students about their right, not to be sexually abused and teach them how to protect themselves from abuse. To build empathy about potential victims of abuse and understand that they are protected by the state and society.
<b>Level</b>	Grade 10, 11, 12
<b>Definitions and keywords</b>	<p>Sexual abuse: When an adult, teenager or child uses power or authority to involve another child in sexual activity. Abuse usually occurs continuously, and not as a standalone occurrence.</p> <p>Forms of sexual abuse: Physical (Physical (unsolicited touches to inappropriate places), verbal (catcalling or inappropriate staring), emotional (successive sexual harassment causing nervousness, anxiety and fear in children).</p> <p>Abuser: A person abusing children in an inappropriate form, usually someone known to the child.</p>
<b>Materials</b>	Sheets and pencils for writing
<b>Duration</b>	<b>45 minutes</b>
<b>Description of the activity</b>	
<b>STEP 1</b>	<p>Firstly, start creating a suitable environment for discussing such a sensitive topic. Tell students in the classroom that they are in a safe environment and nothing leaves the classroom. Continue explaining definitions and keywords, and clarify that sexual abuse is present throughout the world. Victims need social support and assistance from everyone and being protected against sexual abuse is a child right defined by law.</p> <p>Give them some time to understand the topic of the activity and ask if they have any comments or questions.</p> <p><b>5 minutes</b></p>

<b>STEP 2</b>	<p>Ask students to break into groups of 2-3 students and think about a case of child sexual abuse. They need to write 2-3 sentences about the case of sexual abuse that they have imagined or thought. Ask all groups to submit their cases. Finally, select the most sensitive and complete case through student votes.</p> <p><b>15 minutes</b></p>
<b>STEP 3</b>	<p>Ask students: Who are the key people that the victim in the selected case should seek help from? (Take some examples - parents, teacher, friend, sister, brother, uncle, police officer).</p> <p>Now ask for a volunteer to play the role of the victim and 4-5 volunteers to play the role of persons identified where the victim should seek help. Ask the victim to leave the classroom and when he/she enters the classroom to seek help from persons identified as helpers.</p> <p>Explain to other volunteers that when the victim seeks help, they will not listen (someone will blame him/her, someone will laugh, someone will tell him/her he/she is lying, someone will tell him/her that the victim is guilty). Only the last person left offers support.</p> <p><b>15 minutes</b></p>

<p><b>Discussion</b></p>	<p><b>Answer the following questions:</b></p> <ol style="list-style-type: none"> <li>1. How did the victim feel when he/she did not receive support? What if he/she had stopped at the first person and had not continued further?</li> <li>2. How will the last person help the victim?</li> </ol> <p>Now ask students to make a list of ways they can help a friend who may be a victim of sexual abuse. Write the answers on the board.</p> <p><b>Be sure to include the following items in the list:</b></p> <ol style="list-style-type: none"> <li>1. Try not to interrupt him when he or she speaks and give advice immediately (the victim maybe only needs to talk to someone).</li> <li>2. Listen carefully.</li> <li>3. Do not laugh (sometimes we laugh in uncomfortable situations).</li> <li>4. Trust the victim (do not doubt at any time if the victim is telling the truth).</li> <li>5. Do not gossip about the case.</li> <li>6. Help the victim talk to an adequate adult (parents, teacher, school psychologist, police officer).</li> <li>7. Support the victim - it's difficult to come forward with something like that.</li> <li>8. Show them you care by offering help.</li> <li>9. Tell them several times that it's not his/her fault (victims tend to feel guilty, but sexual harassment is never the victim's fault).</li> </ol> <p><b>10 minutes</b></p>
<p><b>Comment</b></p>	<p>The teacher should create an appropriate and comfortable environment for this conversation to take place. Make sure children believe they are helping sexual abuse victims and do not pretend that they are victims. Accept as valid all answers from participants. For more information on how to talk to your students about the topic, please see the Save the Children report: <a href="https://resourcecentre.savethechildren.net/node/7749/pdf/respect_my_body_albanian.pdf">https://resourcecentre.savethechildren.net/node/7749/pdf/respect_my_body_albanian.pdf</a></p>

Title	Creating an equal non-discriminatory business
<b>Purpose</b>	Students understand the forms of discrimination and everyone's right to be equal in the society. Teach them how to create an inclusive environment and accept everyone regardless of gender, faith, race, or religious belief.
<b>Level</b>	Grades 10, 11, 12
<b>Definitions and keywords</b>	<p>Society: All people living in a district, city or state regardless of gender, ethnicity and religion.</p> <p>Discrimination: Unequal and biased treatment for different categories of people, mostly based on gender, religion, ethnicity and age.</p> <p>Active participation: Participating in advocating for the development of the society and changing things that are harmful to the society.</p> <p>Inclusion: Involving everyone in a group regardless of individual differences.</p>
<b>Materials</b>	Sheets, pencils and coloured markers for the poster
<b>Duration</b>	<b>45 minutes</b>
Description of the activity	
<b>STEP 1</b>	<p><b><i>Start asking students about discrimination.</i></b></p> <ol style="list-style-type: none"> <li>1. What does discrimination mean to you? (Optional answers: unfair and biased treatment for different categories of people, mainly based on gender, religion, ethnicity, age).</li> <li>2. Do you know any example of discrimination that you have seen in classrooms, at school, in the neighbourhood, bus, store, television or elsewhere? (Gender discrimination, race-based discrimination, and religion based discrimination).</li> <li>3. What are the most discriminated groups in Kosovo? (Potential answers: girls/women, Roma, Ashkali and Egyptian minority communities, people with disabilities, the elderly, etc.).</li> </ol> <p><b>10 minutes</b></p>

<p><b>STEP 2</b></p>	<p><i>Read this paragraph to them:</i></p> <p>Many successful businesses and organizations have policies for inclusion and non-discrimination. This means that they promise to treat everyone equally. Imagine that you are the owner of such a business or association.</p> <p><b>1.</b> Establish a comprehensive and non-discriminatory policy/act. You need to explain to them how you will treat all your customers and staff. The text should include (write these three points on the board):</p> <p>A sentence explaining who is welcome;</p> <p>How will you deal with cases of discrimination and how will you prevent discrimination in your business or association;</p> <p>A positive and welcoming message to all visitors to your business or association.</p> <p><b>20 minutes</b></p>
<p><b>STEP 3</b></p>	<p>Once they are done, volunteer students present their business or association and their comprehensive policies. Allow the presenter to discuss and ask additional questions after each presentation.</p> <p><b>15 minutes</b></p>
<p><b>Comment</b></p>	<p>The teacher can explain that one of the fundamental children rights is to have discrimination against anyone prohibited. All institutions are obliged to protect all children against discrimination.</p>

<b>Title</b>	<b>Just because I am from the Roma, Ashkali or Egyptian communities</b>
<b>Purpose</b>	Help students understand gender inequality in all areas of society and living.
<b>Level</b>	Grades 10, 11, 12
<b>Definitions and keywords</b>	<p>Society: All people living in a district, city, or state regardless of gender, ethnicity, and religion.</p> <p>Discrimination: Unfair and biased treatment of different categories of people, mainly based on gender, religion, ethnicity, and age.</p> <p>Racism: Discrimination, prejudice and denial of human rights because they belong to another race.</p> <p>Inclusion: Involving everyone in a group regardless of individual differences.</p>
<b>Materials</b>	<p>Play the video “Equal, but not so much”<sup>5</sup> on the projector: <a href="https://youtu.be/1uCQNERmoe0">https://youtu.be/1uCQNERmoe0</a></p> <p>Optional: In absence of internet and equipment, ask children to watch it at home or play it in classroom on their phones if they have one.</p>
<b>Duration</b>	<b>45 minutes</b>
<b>Description of the activity</b>	
<b>STEP 1</b>	<p>Play the video “Equal, but not so much” on the projector: <a href="https://youtu.be/1uCQNERmoe0">https://youtu.be/1uCQNERmoe0</a></p> <p>Optional: In absence of internet and equipment, ask children to watch it at home or play it in classroom on their phones if they have one.</p> <p><b>Ask students:</b></p> <ol style="list-style-type: none"> <li>1. Explain the video in a few words!</li> <li>2. What were the concrete cases of discrimination based on race?</li> <li>3. Was there any case of violation of fundamental rights? What was it? (Possible answers: education, home, clean water, electricity, food, early marriage).</li> <li>4. What makes the Roma community different from your community? (Culture, tradition).</li> <li>5. What do you have in common?</li> <li>6. How can you help eliminate racism against the Roma community in Kosovo?</li> </ol> <p><b>20 minutes</b></p>

<sup>5</sup> This video was made by the TruAktiv program which is implemented by "Sbunker" and the ÇtruAktiv community.

<b>STEP 2</b>	<p><b><i>Break students into groups and read the paragraph below:</i></b></p> <p>You are a member of the Assembly of Kosovo and you see this video with concrete cases of racism. It is now your job to write a plan on how to prevent and completely stop racism in schools and society.</p> <p><b><i>15 minutes</i></b></p>
<b>STEP 3</b>	<p>Once completed, volunteer students present their policies and ideas to combat racism. Allow the presenter to discuss and ask additional questions after each presentation.</p> <p><b><i>10 minutes</i></b></p>
<b>Comment</b>	<p>The teacher can explain that one of the basic rights of a child is to stop discrimination against anyone. All institutions have a duty to protect every child from discrimination.</p>

<b>Title</b>	<b>Mental health</b>
<b>Purpose</b>	To help students understand the mental health and the importance of seeking help in these cases.
<b>Level</b>	Grade 10, 11, 12
<b>Definitions and keywords</b>	Mental health: Emotional and psychological well-being, relief from stress, anxiety and fear. Stigma: When society sees you differently, shames you and makes you feel bad just because you are not well with mental health and you seek psychological help.
<b>Materials</b>	Play the video "Importance of mental health" on the projector <sup>6</sup> : <a href="https://youtu.be/VBWhIsCbhKQ">https://youtu.be/VBWhIsCbhKQ</a> Optional: In absence of internet and equipment, ask children to watch it at home or play it in classroom on their phones if they have one.
<b>Duration</b>	<b>45 minutes</b>
<b>Description of the activity</b>	
<b>STEP 1</b>	<p>Play the video "Importance of mental health" on the projector: <a href="https://youtu.be/VBWhIsCbhKQ">https://youtu.be/VBWhIsCbhKQ</a> Optional: In absence of internet and equipment, ask children to watch it at home or play it in classroom on their phones if they have one.</p> <p><b>Ask students:</b></p> <ol style="list-style-type: none"> <li>1. Explain the video in a few words!</li> <li>2. What is mental health? What is the importance of mental health?</li> <li>3. What are the things that stress us the most? (Potential answers: tests, family problems, economic problems, etc.).</li> <li>4. When should we seek help? Why is it difficult to seek help from a psychologist? (Potential answers: stigma and fear of being ridiculed in society, fear of being called crazy).</li> </ol> <p><b>20 minutes</b></p>

<sup>6</sup> This video was made by the TruAktiv program which is implemented by "Sbunker" and the ÇtruAktiv community

<p><b>STEP 2</b></p>	<p><b><i>Break students into groups and read the following paragraph:</i></b></p> <p>You are a representative of civil society and you aim to raise public awareness about mental health. Create a poster with all the necessary information on mental health which includes:</p> <ol style="list-style-type: none"> <li><b>1.</b> Positive mental health message and brief explanation of what mental health is;</li> <li><b>2.</b> A supportive and encouraging saying like: "You are not alone", "It is not a shame to seek help";</li> <li><b>3.</b> Contact the school psychologist.</li> </ol> <p><b><i>15 minutes</i></b></p>
<p><b>STEP 3</b></p>	<p>Once done, volunteer students present their posters and ideas to combat stigma. Allow the presenter to discuss and ask additional questions after each presentation.</p> <p><b><i>10 minutes</i></b></p>
<p><b>Comment</b></p>	<p>The teacher can explain that one of the basic rights for children is physical health and mental health. Fighting the stigma of seeking help from psychologists is essential for a healthy life.</p>

Title	Media Influence
<b>Purpose</b>	Students understand protection from the mass media and the negative influence it can have on their academic, personal and social development.
<b>Level</b>	Grades: 10, 11, 12
<b>Definitions and keywords</b>	Mass media: Including television, advertising, social networks, newspapers, movies, games, etc.
<b>Material</b>	<p>The "+18" sign on page 84 should be displayed on the projector or drawn on the board. The "Girls in Ads" posters on pages 85, 86, and 87 are displayed on the projector.</p> <p>Optional: If you do not have a projector, then show the material from the book to the class, student by student.</p>
<b>Duration</b>	<b>45 minutes</b>
<b>Description of the activity</b>	

Tell students about the influence of the mass media on their development and their daily lives.

***To ease into the topic, ask the following questions:***

1. Do you think that when you decide where to go for coffee, you are not influenced at all by the media? (Count how many agree and how many disagree).
2. How do you decide where to go for coffee? (Potential answer: they see the posts of friends on social networks, they see advertisements).
3. How much do you think the media influences your daily decisions? List some of the examples. (Potential answers: dress style, body appearance by exercising in the gym and dieting, places to eat and what to eat, places to spend holidays).
4. Do you think the media influences your personality development? (Potential answer: social influence through media - music that degrades girls and requires boys to use narcotics, defining what is trendy or fashionable, various bloggers who dictate lifestyle).

**STEP 1**

***Display the sign (+18) on page 84. Ask students the following questions:***

1. Why is this sign displayed on some TV channels? (Potential answer: Law on Child Protection obliges televisions to display this sign in case the program is not suitable for children under the age of 18, because it contains narcotics, erotic content and psychological or physical violence. This is due to the influence that media have in the development of children up to the age of 18).

**10 minutes**

Display advertising posters one by one on the projector (or display them from the book for all students in the class). Read the following paragraphs:

*These are some of the advertisements that have been made over the years.*

1. The first is from a cleaning company. What's wrong with this ad? (Potential answer: gender discrimination by presenting women only as cleaners).
2. The second is from the BIC company. What's wrong with this ad? (Potential answer: gender discrimination, expectations of how girls should behave, the idea that only men know how to think and be owners).
3. The third is from the company for sewing machinery. What's wrong with this ad? (Potential answer: emphasizing that girls are not worthy of anything but sewing).

After looking at these three ads, what is the influence of media on gender discrimination? How does it affect the development of your personality? (Potential answers from boys: they have these expectations for girls and continue to discriminate against them; answers from girls: they feel discriminated against and this affects their personal development).

**15 minutes**

Ask students to work in pairs and think about cases where media in Kosovo or abroad have an impact on their personal development and affect their daily lives. Allow phones to be used to find evidence online, if necessary. Materials may include:

1. Songs;
2. Pictures;
3. Advertisements;
4. Movies or serials;
5. Articles etc.

Give students 10 minutes for research, and then ask volunteer students to share their examples with others.

Optional: If you do not have internet connection, then ask them to finish it as homework and postpone this discussion for the next class.

**20 minutes**

## STEP 2

## STEP 3

**Comment**

The teacher can explain that one of the children's' fundamental rights is protection from mass media. Numerous examples are from song lyrics, display of various erotic articles and images on the internet and on television, discriminatory advertisements, etc.

## '+18' SIGN



## CLEANING COMPANY: ADVERTISEMENT



This Mother's Day,  
Get Back To  
The Job  
That Really  
Matters.

**Mr.  
Clean**

©2011 P&G  
[www.mrclean.com](http://www.mrclean.com)

The advertisement features a woman in a purple top and a young girl looking at a large white envelope. The Mr. Clean character is on the left. The background is a bright, clean interior.

## BIC COMPANY: ADVERTISEMENT

Duku si vajzë  
Sillu si zonjë  
Mendo si një djalë  
Puno si pronar



#HappyWomensDay



Look like a girl  
Act like a lady  
Think like a man  
Work like a boss

# SEWING COMPANY: ADVERTISEMENT



**TURNS OUT YOU GALS ARE USEFUL AFTER ALL!**

*Worth* 1000.com

A message from the Department of Repression, Oppression, and Chauvinism.

REV. MAR. 1942

<b>Title</b>	<b>Protection from harmful substances</b>
<b>Purpose</b>	Students understand their right to be healthy and their responsibility to avoid harmful substances.
<b>Level</b>	Grades: 10, 11, 12
<b>Definitions and keywords</b>	Harmful substances: Narcotic substances, alcohol, tobacco products, toxic products.
<b>Material</b>	<p>One balloon for each student. In absence of balloons, think of anything else that everyone in the class might have.</p> <p>Play the video “The Impact of Cannabis on Adolescents” on the projector: <a href="https://youtu.be/kbXJrtKHIBQ">https://youtu.be/kbXJrtKHIBQ</a></p> <p>Optional: In absence of internet and equipment, ask children to watch it at home or play it on their phones in the classroom, if they have one.</p>
<b>Duration</b>	<b>45 minutes</b>

### Description of the activity

<b>STEP 1</b>	<p><b><i>Make a brief introduction on the topic:</i></b></p> <p>Today we will talk about narcotics, particularly the effects of using and how to help someone who has problems with narcotics. Initially, we have a game for everyone. Each of you has a balloon in front of you (or other tools that you decide to use). Inflate the balloon and write with a marker the name of your beloved ones (mother, father, sister, a family member, a friend).</p> <p>Once you are all done, start throwing the balloon, but do not let it fall to the ground. The moment the balloon falls to the ground, you have hurt your beloved ones whose names you have written on the balloon.</p> <p><b><i>Allow them to keep the balloon in the air for 2-3 minutes. Then ask the following questions:</i></b></p> <ol style="list-style-type: none"> <li>1. How hard was it to keep someone so important to you in the air without stopping? How did you feel?</li> <li>2. What happens to someone who consumes marijuana? (Potential answer: numbness, laughter, hunger).</li> </ol> <p>Now ask students to keep the balloons up, but without using their hands. Explain that at the time of taking the drug, they lose senses and function of their whole body - just as if they could not use their hands to hold the balloons up in the air, i.e. to not hurt their loved ones.</p> <p><b>15 minutes</b></p>
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<p><b>STEP 2</b></p>	<p>Play the video ‘The Impact of Cannabis on Adolescents’ on the projector: <a href="https://youtu.be/kbXJrtKHIBQ">https://youtu.be/kbXJrtKHIBQ</a></p> <p>Optional: In absence of internet and equipment, ask children to watch it at home or play it on their phones in the classroom, if they have one.</p> <p><i>Ask students the following questions:</i></p> <ol style="list-style-type: none"> <li>1. Explain the video in a few words?</li> <li>2. How was the research done? (Answer: thousands of teens from Canada who have been using marijuana for four years).</li> <li>3. What is the impact of marijuana on mental development? (Answer: impact on academic results, forgetfulness, loss of sensations).</li> </ol> <p><i>Break students into groups and read the paragraph below:</i></p> <p>You are a representative of civil society and aim to raise public awareness to seek help if there is a problem with narcotics use. Create an idea of how it would be easier to help someone you know who has problems with narcotics use.</p> <p><b>15 minutes</b></p>
<p><b>STEP 3</b></p>	<p>Once they are done, the volunteer students present their ideas. Allow the presenter to discuss and answer additional questions after each presentation.</p> <p><b>15 minutes</b></p>
<p><b>Comment</b></p>	<p>The teacher can explain that among the basic rights for children are physical health and mental health, including protection from access to and exposure to harmful substances.</p>

Title	Cyberbullying
<b>Purpose</b>	Students understand the forms of cyberbullying and the possibility of avoiding it. Learn about empathy and support for victims of cyberbullying.
<b>Level</b>	Grades: 10, 11, 12
<b>Definitions and keywords</b>	<p>Cyberbullying: The use of digital devices, websites and applications to intimidate, harm and upset someone.</p> <p>Empathy: Imagining how someone else is feeling, putting yourself in someone else's shoes.</p>
<b>Material</b>	<p>Reading of 'MIRA' case on page 92.</p> <p>Print 'Roles' on page 93.</p> <p>Optional: In absence of printing materials, you can write the roles on small square sheets before the start of the lesson.</p>
<b>Duration</b>	<b>45 minutes</b>
Description of the activity	
<b>STEP 1</b>	<p>Start by introducing the topic of cyberbullying. Ask students if they have heard of or experienced incidents of cyberbullying.</p> <p><b>10 minutes</b></p>
<b>STEP 2</b>	<p>Read the "MIRA" case aloud. Tell the students that this is a real but adapted event, which happened in a school in Kosovo. The name is imaginary.</p> <p><b>Ask students the following questions:</b></p> <ul style="list-style-type: none"> <li>• How do you feel after hearing this case?</li> <li>• Who is more to blame in this case?</li> <li>• What could be the consequences of cyberbullying?</li> </ul> <p><b>10 minutes</b></p>

<p><b>STEP 3</b></p>	<p><b><i>Break students into groups. Assign a role to each group. Ask students to answer these questions depending on their role:</i></b></p> <ol style="list-style-type: none"> <li>1. How am I feeling?</li> <li>2. What can I do to eliminate this situation?</li> <li>3. How could I have prevented this situation?</li> <li>4. From whom should I seek help?</li> </ol> <p>Give students 15 minutes to respond to the groups, and then ask each group to read their role and the corresponding answers.</p> <p><b><i>25 minutes</i></b></p>
<p><b>Discussion</b></p>	<p><b><i>Discuss the following questions with students in class:</i></b></p> <ul style="list-style-type: none"> <li>• After listening to the other roles, what is something you have not considered regarding your role? Is there anything you would add or change?</li> <li>• What message do you have for victims like MIRA and other people who post inappropriate pictures to make fun of someone?</li> </ul> <p>10 minutes</p>
<p><b>Comment</b></p>	<p>The teacher can explain that one of the basic rights of children is the prohibition of any kind of violence against them and the institutions have a duty to guarantee this right. It is very likely that some of the students in the class have been or are victims of cyberbullying; therefore, you need to be very sensitive to them and their experiences.</p>

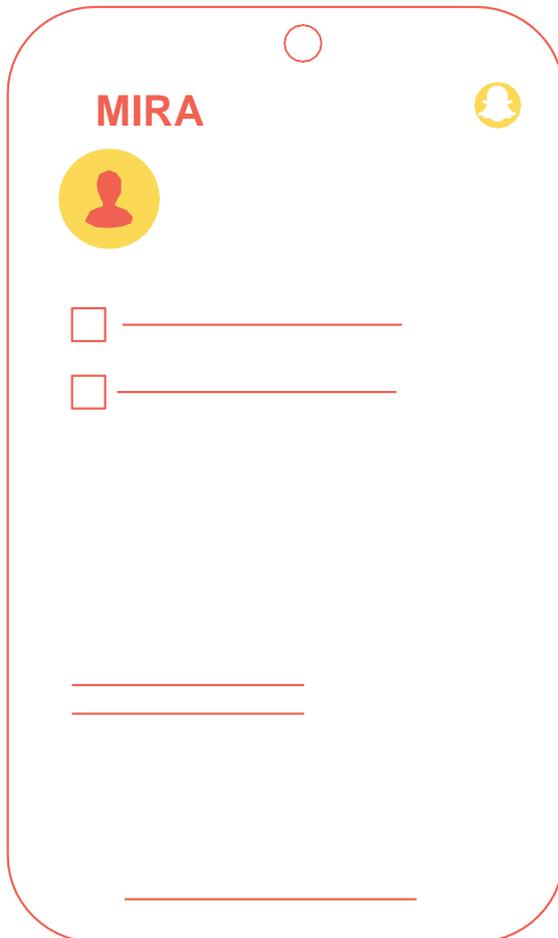
# MIRA

MIRA is a 16-year-old girl, very popular on social network. MIRA talks to a guy from the other class whom she likes. Chatting on Snapchat, the boy puts a lot of pressure on her, asking her to send him nude photos if she wants to continue the conversation. MIRA initially refuses, but the boy convinces her to believe that the photo will disappear from Snapchat. MIRA is finally convinced and sends a half nude photo to the boy. MIRA immediately changes her mind about this, but now it was too late.

The next day, the boy asks MIRA to meet and go out together. On the contrary, he will publish the photo which he photographed with another phone on Snapchat. MIRA rejects him and begins to fear. A few hours later, her friend ELTA messaged MIRA the photo and told her that the photo had been published by a “fake” account on Instagram. MIRA and her friends immediately find the account and report it, which then closes after a few hours.

The next day MIRA goes to school and sees that her photo has been printed several times and has been attached to the school wall. MIRA immediately returns home and tells her mother, while she is afraid to tell her father.

MIRA is forced to change school and her whole lifestyle. In an instant, she even tries to end her life due to the pressure and grief she is feeling.



# ROLES

## MIRA

You are the victim of cyberbullying. You feel like you no longer want to live. You cannot go out in the city without everyone looking at you. You changed school.

## THE BOY

It feels good for now and you think you were just making a joke. You sent the picture to friends just to show that you are good with girls. One of the friends has opened the fake account. You did not intend to publish the photo, you just wanted to scare MIRA.

## THE FRIEND

You have opened the fake account and published the photo. You thought this would make you feel good because it was just a joke. You have heard that MIRA has attempted suicide.

## THE MOTHER

MIRA told you everything, even the photo. You are terrified of the occasion. You found MIRA unconscious in the bathroom because she tried to take her own life.

## THE SCHOOL PRINCIPAL

You have seen the photos at school and you should definitely do something about it. This case, the distribution of erotic photos of children, is considered a crime under the Law on Child Protection and is punishable by law.

<b>Title</b>	<b>Religion and belief</b>
<b>Purpose</b>	Students understand freedom of religion and identify methods for accepting other religions.
<b>Level</b>	Grades: 10, 11, 12
<b>Definitions and keywords</b>	Belief: Something you believe in Religion: A set of beliefs about why we are on earth, our purpose in life, what happens after we die, what is moral and what is sacred.
<b>Material</b>	“Official Holidays” on page 95 to be displayed on the projector or written on the board.
<b>Duration</b>	<b>45 minutes</b>
<b>Description of the activity</b>	
<b>STEP 1</b>	<p><b><i>'Official Holidays' on page 95 to be displayed on the projector or written on the board. Ask students the following questions:</i></b></p> <ol style="list-style-type: none"> <li>1. Which of these official holidays are religious holidays? To which religion does each belong?</li> <li>2. Why are they official holidays? (Potential answer: because it is the right of every citizen to celebrate their religious holidays).</li> </ol> <p><b>10 minutes</b></p>
<b>STEP 2</b>	<p><b><i>Break students into groups.</i></b></p> <p>Ask students what are the main religious beliefs in Kosovo? (Answers: Islamic, Orthodox, and Catholic), then ask each group to think, research, and write about the following questions:</p> <ol style="list-style-type: none"> <li>1. What are the main characteristics of each religious belief?</li> <li>2. What do they have in common? How do they differ from each other?</li> </ol> <p><b>20 minutes</b></p>
<b>Discussion</b>	<p><b><i>Discuss the following question with all students:</i></b></p> <ul style="list-style-type: none"> <li>• Should the practice of religion be allowed in schools? (e.g., wearing a hijab, wearing a cross, praying at school).</li> </ul> <p><b>15 minutes</b></p>
<b>Comment</b>	The teacher should explain that there is no wrong answer - all religions are respected equally and there should be tolerance for each. The teacher should keep the debate at the right level and focus on promoting religious tolerance.

# OFFICIAL HOLIDAYS

## Official holidays in the Republic of Kosovo for 2021 Službeni praznici u Republici Kosova za 2021 god.

Official holidays, in accordance with Article 2 of Law No. 03/L-064 on Official Holidays in Republic of Kosovo, are as follows:

Službeni praznici u skladu sa članom 2. Zakona br.03/L-064, o službenim praznicima u Republici Kosova, su:

No.	Official Holidays Službenih praznici	Day/Date of the holiday Dan/Datum praznika	Non-working Day/Date Dan/Datum odmora
1.	New Year Nova godina	Friday 01 January Petak 01 januar	Friday 01 January Petak 01 januar
		Saturday 02 January Subota 02 januar	Monday 04 January Ponedeljak 04 januar
2.	Orthodox Christmas Pravoslavni Božić	Thursday 07 January Cetvrtak 07 januar	Thursday 07 January Cetvrtak 07 januar
3.	Independence Day of the Republic of Kosovo Dan Nezavisnosti Republike Kosova	Wednesday 17 February Sreda 17 februar	Wednesday 17 February Sreda 17 februar
4.	Catholic Easter Katolički Uskrs	Sunday 04 April Nedelja 04 april	Monday 05 April Ponedeljak 05 april
	Constitution Day of the Republic of Kosovo Dan Ustava Republike Kosova	Friday 09 April Petak 09 april	Friday 09 April Petak 09 april
5.	International Labour Day Medjunarodni Dan Rada	Saturday 01 May Subota 01 maj	Monday 03 May Ponedeljak 03 maj
7.	Orthodox Easter Pravoslavni Uskrs	Sunday 02 May Nedelja 02 maj	Tuesday 04 May Utorak 04 maj
8.	Europe Day Dan Evrope	Sunday 09 May Nedelja 09 maj	Monday 10 May Ponedeljak 10 maj
9.	Eid al-Fitr, first day; Fiter Bajram, prvi dan	Thursday 13 May Cetvrtak 13 maj	Thursday 13 May Cetvrtak 13 maj
10.	Eid al-Addha, first day; Kurban Bajram, prvi dan	Tuesday 20 July Utorak 20 jul	Tuesday 20 July Utorak 20 jul
11.	Catholic Christmas Katolički Božić	Saturday 25 November Subota 25 decembar	Monday 27 December Ponedeljak 27 de- cembar



# CHAPTER 4

# Quiz

The quiz is interactive for all students.

There are three ways you can conduct the quiz depending on the resources you have:

1. Online quiz. You need a cabinet with computers and internet. Depending on how much space you have, you can break the students into groups or they can work individually for the quiz. For more information on how to use the quiz, see page 98. Click on the link: <https://quizizz.com/admin/quiz/611a2729bde210001db35ac7>

Additional ideas: You can ask students to complete the quiz at home by accessing the link above and typing their name. The points collected for each student will be displayed to you automatically.

2. Printing the quiz. The quiz on pages 101-106 should be printed and distributed. The quiz can be held individually or in groups.

3. Displaying questions on the projector. Display the questions on the projector and ask students to write the correct answers in the notebook.

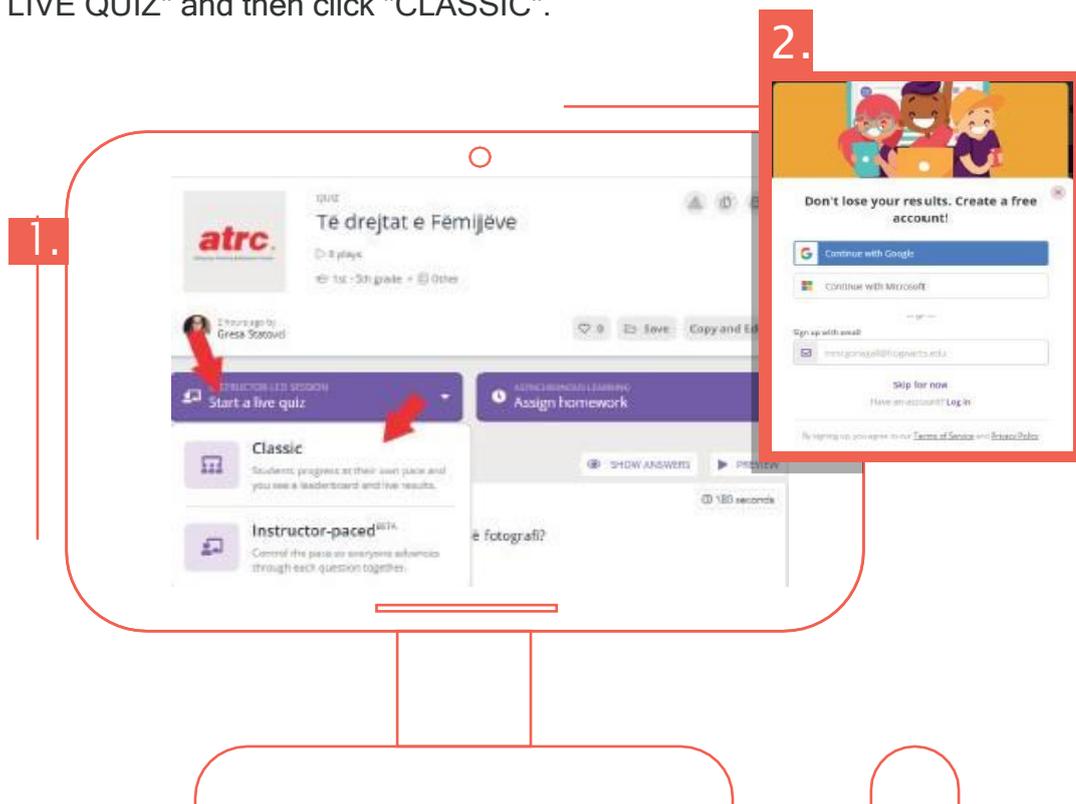
Comment: After completing the quiz, take turns on each question and comment the correct answers with all the students in the class.

# STEP 1

Click the following link:

<https://quizizz.com/admin/quiz/611a2729bde210001db35ac7>

click "START A LIVE QUIZ" and then click "CLASSIC".

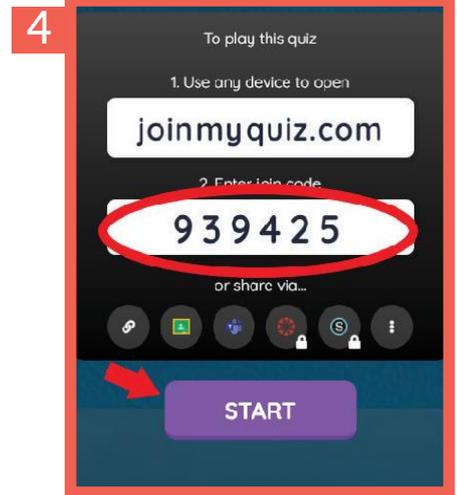


Then sign in by clicking "Continue with Google or Microsoft" depending on what e-mail you have, or enter the email in "Sign up with email". It is important to register in order to save student results, otherwise you can continue without e-mail by clicking "Skip for Now".

Then, if you want to organize the quiz in groups, select "TEAM" or if you want to hold the quiz individually, select "CLASSIC" and in the end click "CONTINUE".



You will be shown this code to give to the students. After giving them the code, click "START".

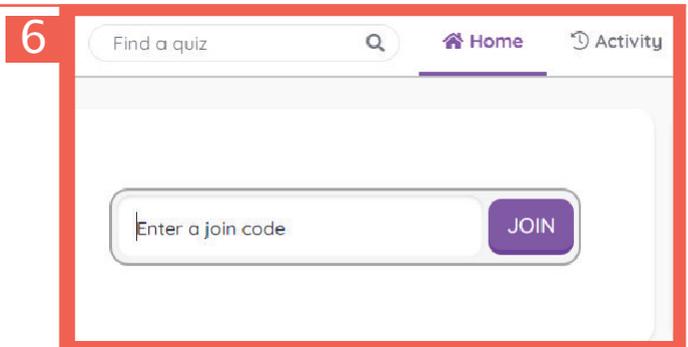


Then ask students to join the link:  
<https://quizizz.com/join?gc=455768&source=liveDash-board> or  
<https://quizizz.com/>.

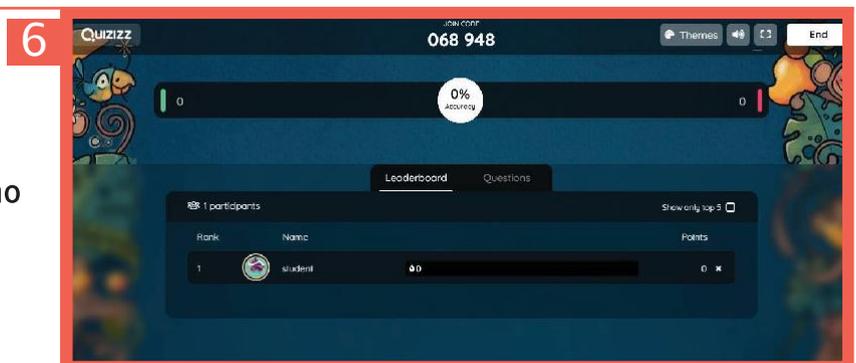
On the top right, ask them to click on "ENTER CODE" and enter the code shown to them.



The students should enter the code in "ENTER A JOIN CODE" and then click "JOIN".



Once the quiz starts, you can see who is logged in and how many points they have scored.





# Children's rights

20 Questions

## Children's rights Grades 1-5

### 20 Questions

Name: \_\_\_\_\_

Grade: \_\_\_\_\_

Date: \_\_\_\_\_

1.



Which right is presented in the picture?

- a) The right to have a name  
 c) The right to rest

- b) Everyone has equal rights  
 d) The right to have an opinion

2.



Which right is presented in the picture?

- a) The right to welfare and care  
 c) The right to rest

- d) The right to have an opinion  
 e) The right to education

3.



The picture means you have the right to have:

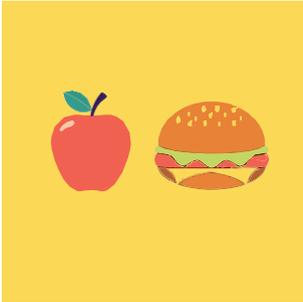
- a) A school  
 c) A family

- b) Friends  
 d) Masks

4. Which of the following is a right of children?

- a) Sports education  b) Loving and supportive family  
 c) Birthday presents  d) Do what they want

5. This right is for:



- a) Playing  b) Eating what one wants  
 c) Understanding  d) Healthy food

6. Children have the right to:

- a) Clean water  b) Pets  
 c) Mobile phone  d) Personal room

7. Which of the following is a right of children?

- a) Having a car  b) Having a brother or sister  
 c) Going to university  d) Health

8.



This right is for:

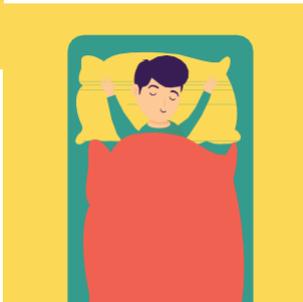
- a) Having a house
- b) Endless games
- c) Having a sister or brother
- d) Money as much as one wants

9.

Why were children rights created?

- a) Because children cannot work
- b) Because children do not have knowledge
- c) Because of the age of children
- d) Because children live in poverty

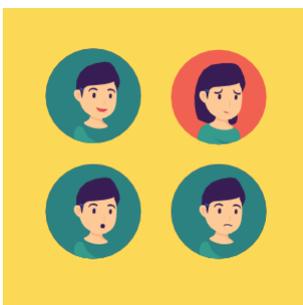
10.



Which right is presented in pictures?

- a) The right to welfare and care
- b) The right to an opinion
- c) The right to rest
- d) The right to education

11.



Which right is presented in pictures?

- a) The right to welfare and care
- b) The right to have an opinion
- c) The right to rest
- d) The right to have feelings

12.



Which right is presented in pictures?

a) The right to welfare and care

b) The right to have an opinion

c) The right to rest

d) The right to have feelings

13.



Protection from abuse and neglect: Need or desire

a)  Need

b)  Desire

14.



Healthy food: Need or desire

a)  Need

b)  Wish

15.



Vacation trips: Need or desire

a)  Need

b)  Desire

16.

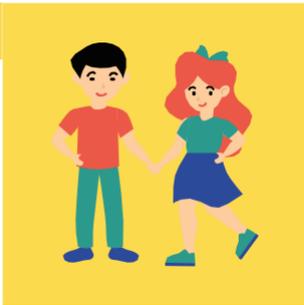


Personal computer: Need or desire

a) Need

b) Desire

17.

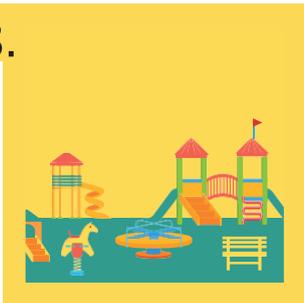


Opportunity to practice culture, language and religion: Need or desire

a) Need

b) Desire

18.



Game and entertainment set: Need or desire

a) Need

b) Desire

19.



Latest style clothes: Need or desire

a) Need

b) Desire

20.



Personal room:  
Need or desire

a) Need

b) Wish

## Answers

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1. c  
2. d  
3. c  
4. b  
5. d

6. a  
7. d  
8. a  
9. c  
10. a

11. d  
12. b  
13. a  
14. a  
15. b

16. b  
17. a  
18. a  
19. b  
20. b

# Quiz

The quiz is interactive for all students.

There are three ways you can conduct the quiz depending on the resources you have:

1. Online quiz. You need a cabinet with computers and internet. Depending on how much space you have, you can break students into groups or they can work individually for the quiz, see page 108. Click on the link <https://quizizz.com/admin/quiz/611a2729bde210001db35ac7>

Additional ideas: You can ask students to complete the quiz at home by accessing the link above and typing their name. The points collected for each student will be displayed to you automatically.

2. Printing of Quiz. The quiz on pages 111–114 is printed and distributed. The quiz can be held individually or in groups.
3. Display questions on the projector. Display the questions on the projector and ask students to write the correct answers in their notebooks.

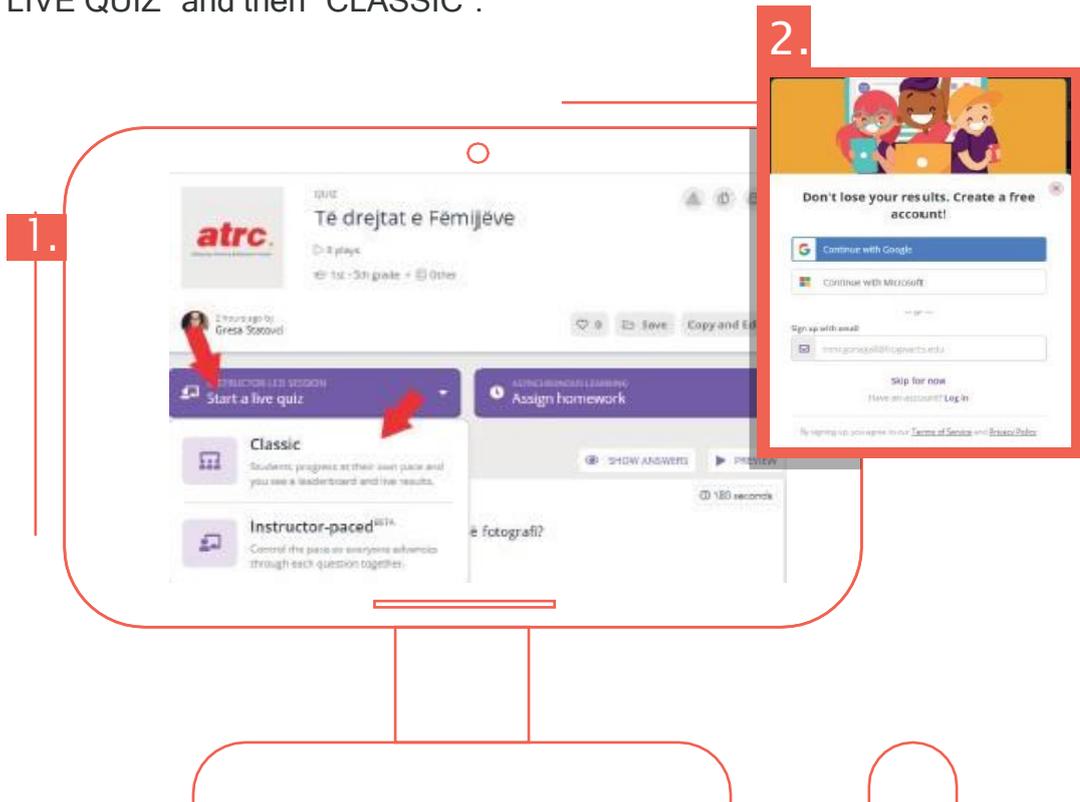
Comment: After completing the quiz, take turns on each question and comment the correct answers with all the students in the class.

# Step 1

Click the link:

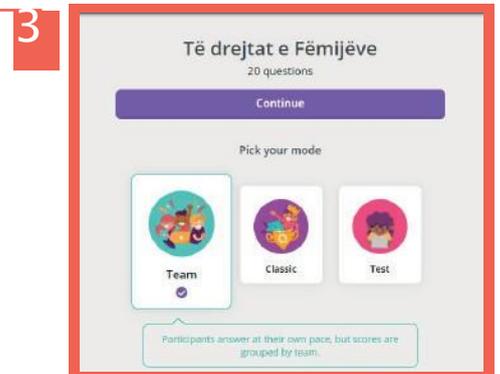
<https://quizizz.com/admin/quiz/611a2729bde210001db35ac7>

then "START A LIVE QUIZ" and then "CLASSIC".

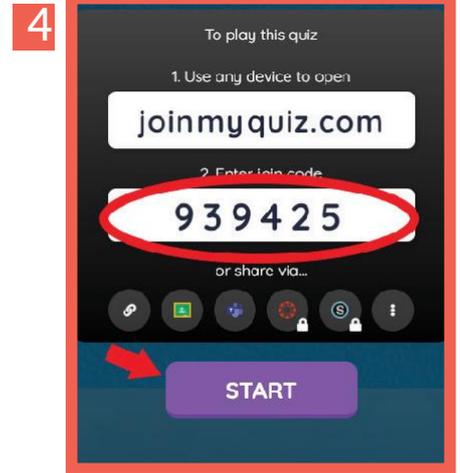


Then sign in by clicking "Continue with Google or Microsoft" depending on what email you use, or enter the email with Sign up with email. It is important to register in order to save student results, otherwise you can continue without e-mail by clicking "Skip for Now".

Then, if you want to conduct the quiz on groups, select "TEAM" or if you want to hold the quiz individually, select "CLASSIC" and finally click "CONTINUE".



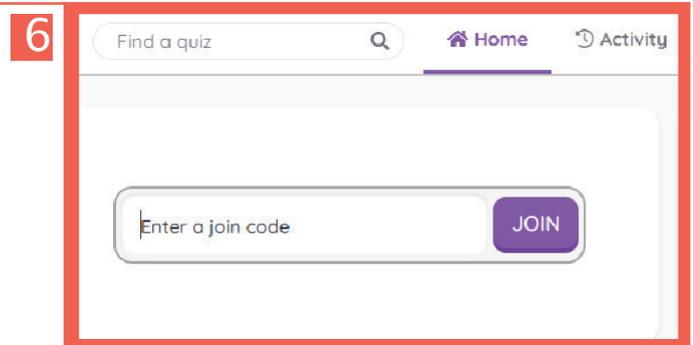
You will be shown this code which you need to give to students. After you give them the code, click "START".



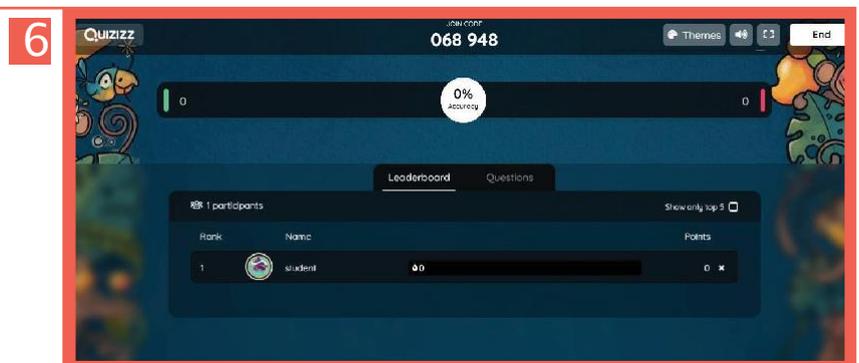
Then ask students to click on the link <https://quizizz.com/admin/quiz/611a6b6f394eb-6001de1b21c> or at <https://quizizz.com/>. On the top right, ask them to click "ENTER CODE" and enter the code presented to them.



Add the code to "ENTER A JOIN CODE" and then click "JOIN".



Once the quiz starts, you can see who is logged in and how many points they have.





# Children Rights

15 Questions

## Children Rights Grade 6-9

Name: \_\_\_\_\_

Grade: \_\_\_\_\_

Date: \_\_\_\_\_

### 15 Questions

1. Who is protected by the Law on Child protection?

- a) All rich kids  b) All poor children under 10 years of age
- c) All children under 18 years of age  d) All children living in villages

2. Children who break the law must:

- a) Be treated according to the Law on Child Protection  b) Be put in prison with adults
- c) Be imprisoned forever  d) Be treated cruelly

3. The right to privacy means that:  
(This question may have more than one correct answer).

- a) Adults should not publish Children's pictures  b) Adults should ask before publish pictures of children
- c) Social networks should be banned for children  d) Social networks should be banned for children

4. As a child I have the right to express my opinion as long as I do not harm anyone else

- a) True  b) False

5. Which of the following is not true about the Law on Child protection?

- a) All children have the right to a name
- b) All children have the right to identity
- c) All children have the right to work heavy labour
- d) All children have the right to privacy

6. Why do children have rights?

- a) To be protected and respected
- b) To fulfil their wishes
- c) To allow them go where they want
- d) Because children are more valuable than adults

7. Who are responsible for protecting the rights of children?

(This question may have more than one correct answer).

- a) Children
- b) Government
- c) Teachers
- d) Doctors

8. Which is correct?

- a) Some children have more rights than others
- b) All rights are interrelated and equally important
- c) The first rights in the Law on Child Protection are more important than the last ones
- d) No right of children is important

9. When are children entitled to express their opinion?

(This question may have more than one correct answer).

- a) When the family is changing residence
- b) When the school is building a playground
- c) When they feel they are not being treated fairly
- d) When adults discuss politics

10. Who needs more help and protection?

- a) Children playing the guitar
- b) Children who have green eyes
- c) Children from 5 to 12 years old
- d) Children who have fled their homes and are refugees

11. To protect children rights, we all should:

- a) Forget about our rights
- b) Always be happy
- c) Not express our opinion
- d) Treat each other with respect

12. Which of the following is not a right of the child?

- a) The right to learn about children rights
- b) The right to be protected from harmful substances
- c) The right to express an opinion
- d) The right to do whatever they want

13.



Describe the picture according to the rights of children. What is the role of government, school, society and your role for the protection of these rights?

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14.



Describe the picture according to children rights against discrimination. How can child discrimination affect their lives?

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15.



Describe the picture according to rights of children. What is the role of government, school, society and your role for the protection of these rights?

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## Answers

- |          |            |               |           |
|----------|------------|---------------|-----------|
| 1. c     | 5. c       | 9. a, b, c, d | 13. n / a |
| 2. a     | 6. a       | 10. d         | 14. n / a |
| 3. a B C | 7. b, c, d | 11. d         | 15. n / a |
| 4. or    | 8. b       | 12. d         |           |

# Quiz

The quiz is interactive for all students.

There are three ways you can conduct the quiz depending on the resources you have:

1. Online quiz. You need a cabinet with computers and internet. Depending on how much space you have, you can break students into groups or they can work individually for the quiz. For more information on how to use the quiz, see page 116. Click on the link <https://quizizz.com/admin/quiz/611a2729bde210001db35ac7>

Additional ideas: You can ask students to complete the quiz at home by accessing the link above and typing their name. The points collected for each student will be displayed to you automatically.

2. Printing of Quiz. The quiz on pages 119–125 is printed and distributed. The quiz can be held individually or in groups.

3. Display questions on the projector. Display the questions on the projector and ask from students to write the correct answers in their notebooks.

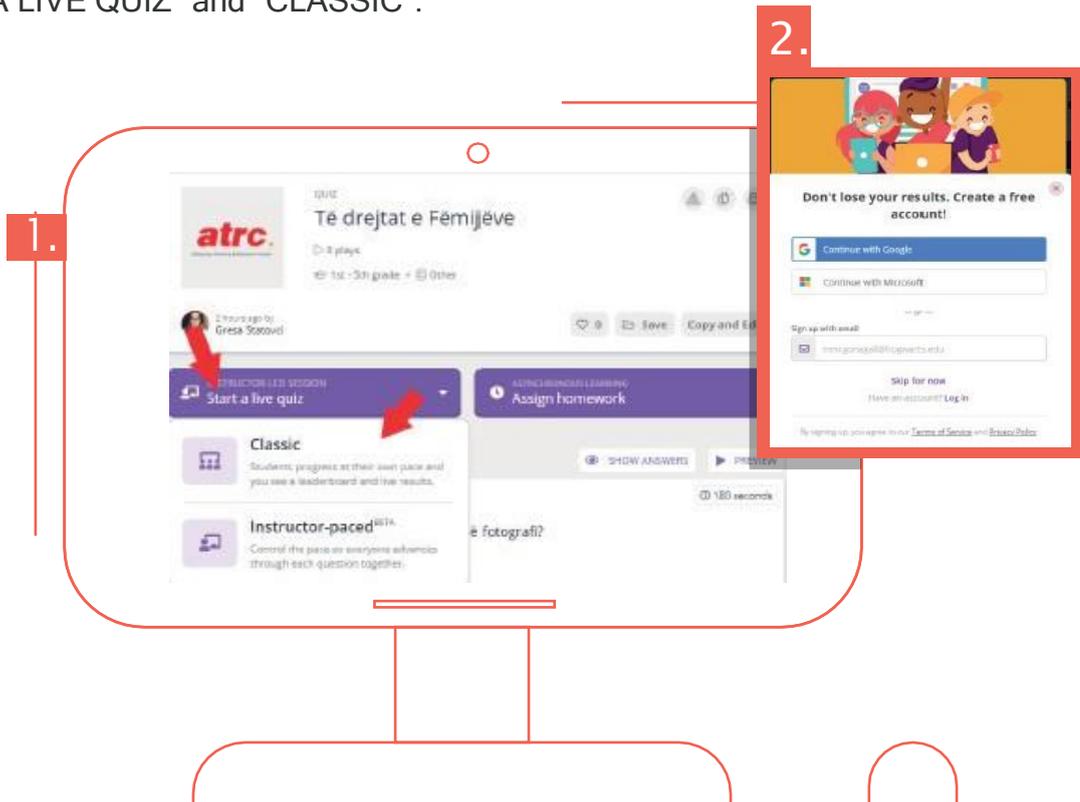
Comment: After completing the quiz, take turns on each question and comment the correct answers with all the students in the class.

# Step 1

Click the link:

<https://quizizz.com/admin/quiz/611a2729bde210001db35ac7>

Then "START A LIVE QUIZ" and "CLASSIC".



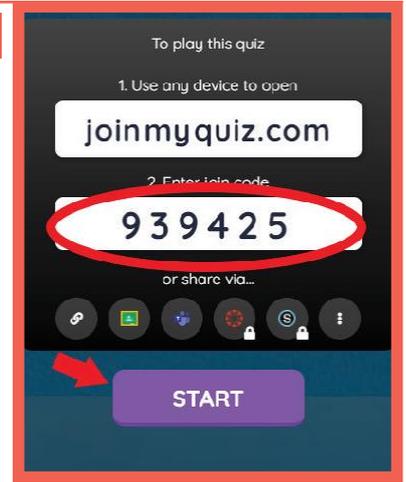
Then sign in by clicking "Continue with Google or Microsoft" depending on what email you have, or enter the email with Sign up with email. It is important to register in order to save student results, otherwise you can continue without e-mail by clicking "Skip for Now".

Then, if you want to hold the quiz on groups, select "TEAM" or if you want to hold the quiz individually, select "CLASSIC" and finally click "CONTINUE".



You will be shown this code which you need to give to students. After you give them the code, click "START".

4



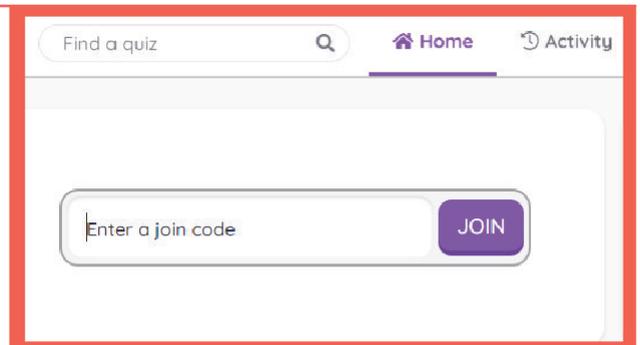
Then ask students to click on the link <https://quizizz.com/admin/quiz/611a8d9f2fcc29001e306c81> or at <https://quizizz.com/>. On the top right, ask them to click on "ENTER CODE" and enter the code presented to them.

5



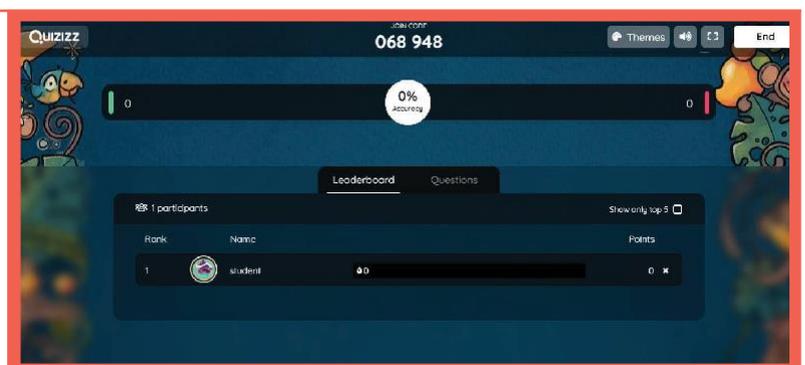
Add the code to "ENTER A JOIN CODE" and then click "JOIN".

6



Once the quiz starts, you can see who is logged in and how many points they have.

6





# Children Rights

15 Questions

## Children Rights Grades 10-12

Name: \_\_\_\_\_

Grade: \_\_\_\_\_

Date: \_\_\_\_\_

### 15 Questions

1.



Describe the picture, what are the symbols, what does the picture represent?

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2.



How does the picture relate to the Law on Child Protection? Which Article specifically provides protection against abuse? See Law No. 06/L-084 on Child Protection: <https://gzk.rks-gov.net/ActDocumentDetail.aspx?ActID=20844>

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---

3.



Using the relevant law and articles, create two to three arguments for protecting children from all abuse. Write: who are responsible under the law, how to protect these rights, how can you create a society that protects children from abuse?

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---

4.



Describe the picture, what are the symbols, what does the picture represent?

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5.



How does the picture relate to the Law on Child Protection? Which article specifically provides protection from discrimination? See Law No. 06/L-084 on Child Protection: <https://gzk.rks.gov.net/ActDocumentDetail.aspx?ActID=20844>

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6.



Using the relevant law and articles, create two to three arguments for protecting children from all forms of discrimination.

Write: who are responsible under the law, how to protect these rights, how can you create a society that protects children from discrimination?

---

---

---

7.



Describe the picture, what are the symbols, what does the picture represent?

---

---

---

8.



How does the picture relate to the Law on Child Protection? Which article specifically provides protection from harmful and prohibited substances?

See Law No. 06/L-084 on Child Protection: <https://gzk.rks.gov.net/ActDocumentDetail.aspx?ActID=20844>

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---

9.



Using the relevant law and articles, create two to three arguments for protecting children from harmful and prohibited substances. Write: who are responsible under the law, how to protect these rights, how can you create a society that protects children from harmful and prohibited substances?

---

---

---

10.



Describe pictures, what are the symbols, what does the picture represent?

---

---

---

11.



How does the picture relate to the Law on Child Protection? Which article specifically provides protection from cyberbullying? See Law No. 06/L-084 on Child Protection: <https://gzk.rks.gov.net/ActDocumentDetail.aspx?ActID=20844>

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12.



Using the relevant law and articles, create two to three arguments for protecting children from cyberbullying. Write: who are responsible under the law, how to protect these rights, how can you create a society that protects children from cyberbullying?

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13.



Describe the picture, what are the symbols, what does the picture represent?

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14.



How does the picture relate to the Law on Child Protection? Which article specifically provides protection from pornographic content sites? See Law No. 06/L-084 on Child Protection: <https://gzk.rks.gov.net/ActDocumentDetail.aspx?ActID=20844>

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15.



Using the relevant law and articles, create two to three arguments for protecting children from pornographic content sites. Write: who are responsible under the law, how to protect these rights, how can you create a society that protects children from pornographic content sites?

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# Possible answers

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## QUESTION 1:

The picture presents different forms of child abuse: physical violence, psychological violence, sexual abuse, and mistreatment. Articles 47 and 48 include all types of child abuse and forms of protection.

Potential arguments: Preventing abuse by raising public awareness. Establishment of protection mechanisms for abused children.

## QUESTION 2:

The picture depicts discrimination of children on the basis of race, gender and ethnicity. Also, the shutters are symbolic of the closure of the Roma girl by society and the inability to access opportunities offered.

Article 8 presents the protection of the child from discrimination.

Potential arguments: Creating mechanisms that provide more opportunities and access to minorities in society. Punishment of all forms of discrimination.

## QUESTION 3:

The picture represents the risk from use and purchase of narcotics by children. It is clear that adults are main suppliers approaching children to sell narcotics.

Article 43 presents the protection of the child from harmful and prohibited substances.

Potential arguments: Placing a police station near schools to prevent narcotics sellers' access.

Raising children's awareness about the dangers of using narcotics.

## QUESTION 4:

The picture shows various abuses that occur online. The focus is on online (mostly psychological) violence. Articles 47 and 48 include all types of child abuse and forms of protection.

Potential Arguments: Preventing cyberbullying by raising children's awareness of the effects of cyberbullying. Establish mechanisms within the school and the municipality to prevent and punish cyberbullying.

## QUESTION 5:

The picture presents children's easy access to inappropriate online content (violence, pornography, gambling).

Article 52 is against websites with pornographic content and those that harm the health and life of the child.

Potential Arguments: Strengthen state mechanisms for controlling websites with inappropriate content. Increasing parents awareness about mechanisms to restrict children's' access to some websites.

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