Declaration of School Student Rights #2

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Information

Objectives of the Session
To understand the Declaration and know how to use it as a tool or policy guideline.

Participants’ Learning Objectives
To have a broader understanding of school student rights, become familiar with the Declaration of the School Student Rights and to expand knowledge about democracy and active participation.

Risks
Risk that people will not be willing to engage, therefore it is important that the group is comfortable to work together and feels safe to share ideas

Background information
Prepare by reading over the Manual for School Students and the Declaration of School Students Rights

Tips / things to take into consideration
It is possible to have more than two questions on each of the flipcharts in the group discussions, and then give each question less time, if you would like to cover more topics

Requirements

Time required
90 minutes

Space required
Regular size room, nothing specific.

Group Size
10

Group Info
Second level students; Same country and city, but different schools.

Materials required
Paper, flipcharts, marker.

Preparation needed before starting
Print out the Declaration of the School Student Rights and prepare space for the tasks.
Activities step by step

Step 1:
5 Minutes

At first, introduce the session: why are we doing it, what are the expected outcomes and how are we going to achieve them.

Step 2:
5 Minutes

Sample exercise for dividing the group, the “animals” game: each participant gets a piece of paper with an animal written on it. Then, they have to make sounds of that animal and find their group-colleagues like that. Create 2 groups.

Step 3:
20 Minutes

Space out the groups to two parts of the room, where two posters are laid out. Each poster will have two questions on it, and the groups have to discuss them. The students should use the Declaration of School Student Rights to try and solve the issues.

- Question 1: Are students involved into decisions making? Should they be?
- Question 2: Are there significant hidden costs in education? What arguments can you make to fight them? What policies can be drawn up to support your advocacy?
- Question 3: Are education curriculums right for our generation, are they broad and accessible? Do they satisfy the needs of young people in terms of knowledge and skills, or are they narrow and biased?
- Question 4: Is bullying an issue in our schools? What can students do to combat different types of bullying?

Step 4:
20 Minutes

Multiplying of “Education of Democratic Citizenship”. A short discussion on what actions can we take to multiply the discussion that we just had, how can we make an impact?

Step 5:
10 Minutes

Plenary discussion. Summarizing everything we have done and what we have learnt.