

Preparation and Evaluation of Children's Rights Education Curriculum: An Action Research Regarding on Protection Rights Moduleⁱ

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Abstract

Children's rights education is to enable children to gain the necessary social behaviors and essential knowledge for creating a democratic society that is based on respecting human rights. The purpose of this study was to investigate the preparation, application and assessment of a curriculum for teaching children's rights in elementary education. The research was designed as action research. The study was conducted in 2011-2012 education year during spring term in Ankara with the participation of 5th grade students whose families have middle and low income levels. Within the context of this study is a part of 11-weeks children's rights education curriculum which comprises activities to enhance awareness about children's rights were implemented. Protection rights activities were conducted from 6th weeks to 10th weeks. During the implementation period, in line with their ordinary study curriculum, students were requested to participate in various activities at least for 2 days in a week (6 hours) about kidnapping, protection from all forms of violence, child labor, sexual exploitation, refugee children, the right of privacy, other forms of exploitation, children in the war detention and punishment. Data collected in this study were based on both qualitative and quantitative methods. As a result of the quantitative and qualitative assessments done over the curriculum, it is revealed that the study group had demonstrated a clear progress on learning of children's rights, using this knowledge as a behavior, developing an awareness of these rights and freedoms. A significant difference was seen on students about teaching children about their rights. Moreover, it was revealed that a great awareness was seen in the study group about children's rights.

Keywords: Children 's rights, Convention of children's rights, Children's protection rights, Curriculum

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Introduction

Respecting human rights, tolerance and peace create a democratic society. This depends on grown children who are citizen as they are endowed with these values in order to hand the culture generation to generation. Human rights education for a child should be started with children's rights so that children make perceive their rights and correlate their experiences easier than human rights. Children's rights education is beginning of human rights education and essential part of it. The phenomenon of children's rights is an important part of human rights. Thus, the emergence, realization, development and acquisition/application of children's rights have been studied along with the development process of human rights more generally (Doğan, 2000).

The Convention of Children's Rights (CCR) is one of the most important agreements accepted all around the world and aiming the greatest common benefits to children. This is the most well-known indicator of both children's significance and the promotion of this importance all around the World. CCR is comprised of 54 articles and includes rules that govern children's rights in four major groups, such as civic, economic, social, and cultural spheres, similar to the Universal Declaration of Human Rights. As can be understood from the articles of the CCR, the "concept of Children's Rights", in the largest meaning, is a concept that includes social, philosophical, moral and legal dimensions. Seen from philosophical and social perspectives, children's rights are considered under four main titles such as welfare rights, protection rights, adult rights, and rights towards parents (Akyüz, 2001, Franklin, 1993, İnan, 1968, Polat, 2007). It is guaranteed by the countries which signed the convention that children would be informed about their own rights.

United Nation's Convention of Children's Rights (UNCRC) compose of four main rights. These are right to protection, the right to life, and the right to participation (Akyüz, 2001, Franklin, 1993, Lansdown, 1994). They are listed as survival rights, development rights, protection rights and participation rights. Survival rights are the rights providing basic needs such as living, having proper life standards, medical care, nutrition, sheltering. Development rights are the rights such as education, games, recreation, knowledge acquisition, freedom of religion, conscience and thoughts that are necessary for a child to realize himself preeminently. Participation rights are the rights aiming at providing the child to gain an active role in the family and society. These rights are pointed out that expressing opinions, taking part in the decisions process concerning children issues, setting an association and collecting in peace. Protection rights are the rights providing the child to be protected against every kind of negligence, misuse, and exploitation. These are the rights that provide children to be protected in the judicial system, from use as soldiers and gunfighters, child laboring, having physical, emotional and sexual abuse, drug abuse and the issues related to special care and refugee children.

The concept of children's rights means the provision of benefits and protection by legal rules in order to allow children to develop mentally, physically, emotionally, socially, morally, economically, independently, decently, healthily and normally. In terms of child's safeguarding, it is served that protecting benefits of children in developing physically, intellectually, socially, morally, liberally, honorably (Akyüz, 1991, 1999). Children and children's rights need to be protected with the notion of people's responsibility towards children, regardless of language, religion, race, color, nation, faith and ideology. Protecting children's rights, improving them, keeping children away from any kind of inattention and abuse will require internationally binding documents (İnan, 1968, Ünal, 2008). Articles which are on the behalf of CRC (Convention of Children's Rights) are listed such as Article 11 kidnapping, Article 19 protection from all forms of violence, Article 20 children deprived of family environment, Article 21 adoption, Article 22 refugee children, article 32 Child labor, Article 33 drug abuse, Article 34 sexual exploitation, Article 35 abduction, sale and trafficking, article 36 other forms of exploitation, article 37 detention and punishment, Article 38 war and armed conflicts, Article 39 rehabilitation of child victims, Article 40 juvenile justice, Article 41 Respect for superior national standards (UNICEF, 2004).

According to 42nd article of United Nations CCR, “States Parties undertake to make the principles and provisions of the Bill widely known, by appropriate and active means, to adults and children alike.” It is the fact that it is a responsibility for children as well as adults to know the provisions and principles of the bill. Therefore, while this article mostly advises on children’s rights, it also implies that children need to receive human rights education. Children informed about the rights they have will be individuals who are aware of their rights as adults, capable of using their rights, protecting them, and respecting others’ rights (Karaman- Kepenekçi, 2000). United Nations Children’s Rights Committee examined “The First National Report” and gave suggestions on the entire convention to be included to each level of the education system and curriculum so that children’s rights could become widespread in Turkey (Karaman-Kepenekçi, 2009). Hence, it is stated that the 42nd article of the bill is closely related to children’s rights, and these related issues need to be taught at social institutions (family, school, etc.). It also has formed a basis for the study to be performed for the development of a curriculum related to children’s rights education.

Societies can be provided positive changes on condition that children have ownership of their rights and responsibilities and adults are provided with knowledge and conscious regarding educating on this issue. Thus, Children should be educated and be made conscious about their rights and their responsibilities from starting early childhood education to all grades (Akyüz, 2010). The Special Child Session of United Nation General Meeting which is held in May 2002 were accepted and highlighted that curricula, education materials, and tools were suggested to develop on the behalf of serving the protection of human rights, peace, tolerance, gender mainstreaming with referring to Article 42. It is stated that Institutions related to National Human Rights could help about children’s rights education researching and integrating it to curricula (United Nations, 2004).

When it comes to Curricula of Turkish National Education, survival rights, and protection rights are not included sufficiently in curricula. It is possible to tell that particular rights are focused (Merey, 2012, Özdemir-Uluç, 2008, Uçuş, 2009). Turkey, by signing the convention, guarantees that children’s rights will be taught to both children and adults with appropriate means (42nd article). On the other hand, while schools are the most appropriate environment. Required sensitivity are not still created about children’s rights in Turkey and learning outcomes, education methods and school climate do not provide knowledge and skills about knowing and using rights. From this point of view, children right education curriculum can be a necessity.

If children’s rights education is given successfully, it is certain that children will have big awareness, knowledge about children’s rights and protection. It is a well-known fact that preventative implementations are very important regarding child abuse and neglect. In that sense, children’s rights education can be a preventative work about child abuse and neglect. This study was conducted to assess the impact of an elementary school curriculum on the students’ cognitive and affective development and to evaluate how students benefit from their rights and liberties.

The Purpose of the Study

The main objective of children’s rights education is to enable children to gain the necessary social behaviors and essential knowledge for creating a democratic society that is based on respecting human rights. This study is based on the preparation, application and assessment of a curriculum for teaching children’s protection rights. It also aims at assessing the impact of an elementary school curriculum on the students’ cognitive and affective development and to evaluate how students benefit from their protection rights and liberties. These questions can be examined:

1. How does a children’s rights curriculum benefit children’s cognitive and socio-emotional skills regard to their protection rights and freedoms?
2. Does developed curriculum bring awareness and sensitivity to children about children protection rights?
3. Does developed curriculum bring different viewpoints to children?
4. How does teaching actualize in the curriculum implementing process?

Method

Research Model

In this study, action research method of qualitative design was used. The action research is known as “teacher research” in literature because of the researcher role of the teacher in the process, promote understanding of new perspectives for some teachers (Cain & Milovic, 2010, Schoen, 2007, Şimşek & Yıldırım, 2006). Besides, it has positive effects on teachers’ understanding, practice and morale, with consequent benefits for students, although these are not universal outcomes of the research process (Cain & Milovic, 2010). Berg (2001) was grouped action research in three topics and these are “technical/scientific/action research,” “implementation/reciprocal collaboration/discussion oriented action research” and “emancipator/developer/critical action research.” Obtained data was analyzed by the descriptive method of qualitative research. In general, action research is constituted by a cycle that includes “planning,” “acting,” “observing,” and “reflecting” stages (McNiff, Lomax & Whitehead, 2004, McNiff & Whitehead, 2002).

Participants

Participants in this research consisted of freshmen continuing their education in the department of elementary school teaching in an elementary school of located in Ankara during the 2011-2012 spring term of the academic year. Twenty-four of the participants were female and 20 were male students. When determining the participants, the criteria sampling method, one of the methods of purposeful sampling, was used. According to this method, a sampling is envisioned and determined in relation to a certain purpose or the subject being focused on (Şimşek & Yıldırım, 2006.). In this research, this was a group who didn’t receive any education on the subject of children’s rights education until Grade 5 and who only completed the unit called “Learning My Rights” in a social science course. In this unit, there were not included protection rights in social science curriculum for grade 5 (Meray, 2012, Özdemir-Uluç, 2008, Uçuş, 2009).

The Practice Education Teacher Mr. A (PT): Mr. A was a classroom teacher with 7 years’ professional experience, who graduated from a teacher’s training school. He had no experience relating to the topic “children’s rights.” He had four meetings for coaching and feedbacks with the researcher regarding protection rights. Mr. A had the responsibility applying activities for the whole class during the process.

The Researcher (R): The researcher graduated from Hacettepe University, Department of Elementary Education Program. Her role in the process was to collect data and guide the teacher in the analysis of the data as well as being the participant observer. The practice teacher and the researcher had four meetings about protection of rights.

Practice Students (PS): Five grade students from the first level of elementary education participated in the research. There were 24 females and 20 males, a total of 44 students. They were 11 years old. They mostly participated curriculum activities from the first week to last week of application. Students’ first name and surname initials were coded for ID. For example, “AD”, “MY”, for the whole class “WC” etc.

The Trustworthiness Committee: The committee included four college professor, associate professor, assistant professor specializing in the area of elementary education. In the scope of the research, the roles of the committee members were to observe the data collection process and provide guidance and expertise for data and instruments.

Data Collection Instruments

Data collection instruments used in the research, are composed of rights of protection. In the scope of the research, semi-structured interviews were conducted with the practice education teacher and participant students who were chosen 25 (intentional sampling from their scores from awareness of children’s rights scale); researcher participated the curriculum implementation process as a

participant observer thus she reported the process and she also used a observation form which was developed by her. Researcher diary, students' diaries, children products which were expressed children feelings were also data collection instruments. However for quantitative scores, protection part from awareness of children's rights education scale planning meetings was applied as pretest and posttest. Table 1 explains that process.

Table 1. *Data Collection Instruments*

Researcher	Teacher	Students
Observation	Semi-structured interview	Children's Rights Awareness Scale pre-post test
Researcher Diary		Semi-structured interview Children's products and materials Children's diaries

Awareness of Children's Rights Scale: This scale was composed of 36 questions which were Open-ended questions, multiple-choice questions, true-false questions with contained cases and scenarios (Uçuş, 2011). Questions were prepared on the behalf of CRC, that's why participation, development, protection, rights of life were four main constructs. The reliability of the scale was 0.90.

Observation: It is important in the action research the researcher has participant observation duration of implementation in terms of obtaining data in depth analysis (Balci, 1991). In the observation process, another observer joined particular classes. The researcher and supply observer took notes, reported the process and observation notes and reports were compared each other by researcher and trustworthiness committee. Besides a control list was prepared by the researcher for evaluating the practice teacher's classroom management. According to data obtained from check list was used for coaching and giving feedbacks to the practice teacher in the meetings.

Classroom Activities/ Student Products: Production rights module of children's rights education were composed of case study, role-play, utilizing newspapers and movies. Children participated those activities. They worked on some papers, drew some images and discussed some issues in order to express their feelings.

Diaries: Researcher and students kept a diary to evaluate each module. Diaries which kept by students were accepted as a reflecting part of children's rights day and investigated for students' perceptions and their learning outcomes. Researcher kept diary in order to identify limitations and impact of curriculum and providing feedbacks for the practice teacher.

Semi-Structured Interviews: Semi-structured interviews were conducted with the practice teacher and 25 students who had low, medium and high scores from awareness of children's rights scale. The practice teacher was asked about outcomes and difficulties for himself and his students for the whole process. In this paper, findings of semi-structured interviews were not used with very detailed way in the protection module.

Data Analysis

Data collected with this study was analyzed by using both qualitative and quantitative methods which comprise "semi-structured student and teacher interviews", "student diaries", "researcher observations", "notes and diary taken by the researcher", "students' products' comments" and for the quantitative part "Children's Rights Awareness Scale" which is developed by the researcher herself. These data are analyzed in two phases: during and after the collection. In an action research, analysis is carried out during the data collection process, and it sheds light on the type and the quality of the additional data which needs to be collected. Statistical analyses were conducted using the package program SPSS 17.0 for Windows. In the analyses, mean and standard variations of

the scores were calculated by using participating students made in the preliminary and final tests were also calculated. Validity and reliability of an action research is carried out differently than in quantitative research. As action research focuses on local problems, the results obtained do not have to be generalized (Neumann, 2006). Moreover, action research focuses on a specific problem determined in a specific environment/situation. In that regard, the implementation process of the curriculum is interpreted more freely. Adding that, in the course of the validity studies in this research, researchers provided continuous communication with students and with the practicing teacher. Qualitative data is analyzed via descriptive analysis, content analysis and discourse analysis. The main program for qualitative analysis is developed by focusing on the previous studies and is considered under protection.

Data analysis process could be considered from a series of process. Firstly, all data which was provided from different methods such as observation reports, diaries' outcomes, products of learning activities was converted to written forms. Data put down on papers was organized as a data set for each module of curriculum. Secondly, two field experts from trustworthiness committee also examined data sets in order to provide for researcher's analysis consistency. After that examination, the reliability of the study was calculated with the use of Agreement / Agreement + Disagreement X 100 suggested by Miles and Huberman (1994) and it was 0.91. Some data sets were reviewed via coming back by returning to raw data. All written data were read in depth and taken reasonable notes on the source of data. This phase was very important step to go up the coding step. Thirdly, identifying themes were used for this research instead of coding. Thus, concerned literature and data of evaluation were utilized to compose and classify main themes and sub-themes. As data sources for analyzing were read, they were organized under similar themes. All main themes and their sub-themes were supported with source of data sets and were compared with each other. At the end of the analyzing data, findings were described and interpreted with body of literature and were related to previous researches.

Research Process

In the first step, data were collected to prepare for the teaching applications and the construction of curriculum. In that sense, the grade of implementing curriculum was determined on behalf of advising field expert, pedagogue, some master elementary school teachers. Grade 5 (Age 11) was found convenient for children's rights education curriculum. The first step, body of literature was reviewed and the construction of curriculum was designed to related previous research results. The second step was the application process. Some planned lessons from modules were applied for the different classes. After that, some activities revised and organized. Planned lessons were implemented one day a week. While co-planning meetings were held each week before applying the lesson, reflection meetings were actualized after the applications for particular lessons from modules. The application process lasted for 4 weeks for protection rights and 7 co-teaching meeting were implemented in this process. In the application process, the trustworthiness committee met, on average, every month. Re-evaluation was carried out in the last step. Table 2 explains the process of protection module between 6th-10th weeks.

Table 2. *Children's Rights Education Curriculum: Protection Module*

Related Articles from CRC	Protection Rights	Period
2	Respect to Individual Difference, Anti-discrimination	3
11, 19, 20, 22, 34	Abuses of children's rights	10
35-40	Protection from child abuse and neglect	5
32	Child labor	3
16	Right of Privacy	1
17	Protection from Media	3

Teaching and learning materials were prepared by the researcher but the practicing teacher's opinion was asked for each lesson planning. "Free Activity Lessons" were occupied for implementing

modules. Learning environments for protection module have common principles on the behalf of CRC principles. Supplying such as;

- Equality for all children, supporting anti-discrimination
- Child's best interest in all situations.
- Child participation and "freedom for expression"
- Respect for all freedoms and all human rights.
- Respect for child's privacy
- Knowledge of physical and emotional violence, child neglect and abuse

Findings

Protection rights module is one of four main modules from children's rights education curriculum. Learning-teaching activities were defined and classified in particular themes such as child labor, discrimination against child and respecting individual differences, child abuse, violation, neglect (right of privacy, protection from media were evaluated in this session) in the protection rights module. 21 lessons were taught for this module from 6th week to 10th week.

Findings of Learning and Teaching Activities Related to Child Labor

Reports from newspapers and the related Article 32 of CRC were attached on the classroom walls in advance. PR provided PS viewed to these advance organizers in order to have pre-information about that session. PR shared a story which was about a child worker with PS as an introductory activity of this session.

PT: Which right do think about this child doesn't exercise according to CRC? What are the limitations and shortages for him/her? What kind of precautions and implementations does CRC have? What kind of changes are there if a child starts to work? Think about these issues."

WH: Economic shortages cause child labor. That's why we meet street children every day, they have to work in order to get their basic needs.

In the progress, the whole class were divided into three small groups and they were provided work sheets which were written basic discussion questions. Announcers of three groups were stated and explained their groups expressions and discussions.

CN: According to CRS, child labor is not allowed.

AD: Protection of child labor is highlighted. Their rights are under protection.

CRC. They fall behind their education.

MK: Children work because of poverty. Poor children only fall behind their education; their all basic needs are also under risk.

PT: Which organizations are responsible for preventing child labor? Is there any document about child labor to protect children except CRC?

CN: Some non-governmental organizations, unions, ministries of family and social policy...

MK: UNICEF, United Nations

PT: What is the child labor? Can you describe it?

CN: It is a kind of abuse and violence damaged to the child.

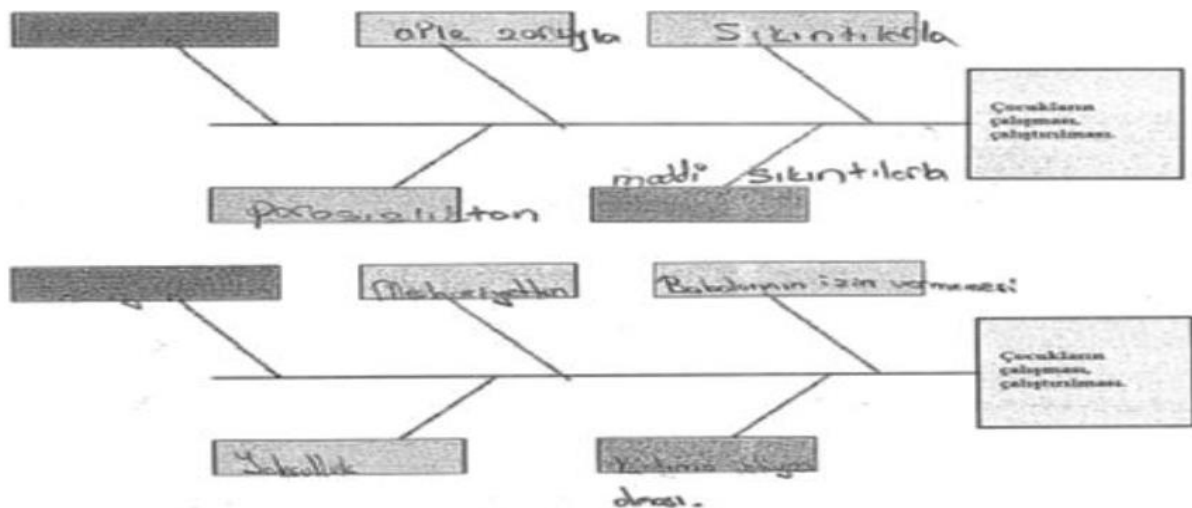
PT: Is there a child labor in your neighborhood or generally in your country?

AD: Definitely. Children do different kind of works from seasonal agriculture working to housework.

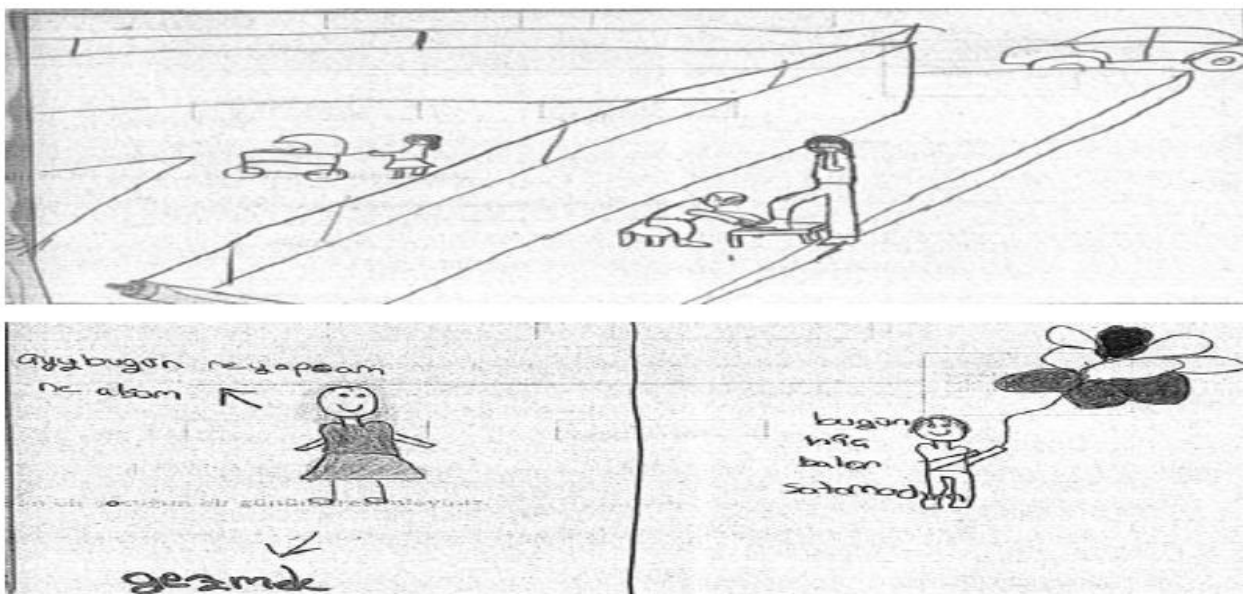
MK: In our country, I honestly say there a lot of children labors. Children even are involved in illegal activities. Sometimes we read news about children who are forced to carry drugs or work in insecure places such as mines.

Students were re-divided into 11 groups. Each group was given photos of children working in dangerous conditions. PT asked all the groups their ideas about how this photo was taken and told them to write a story telling the moments about the child's life in the picture. PT gave an instruction to all groups that "How did this photo take? Like a flashback before the moment of the photo.

Compose a story for your photo and play it.”. Each group’s creative drama shows were watched and PT asked some questions to PS in order to guess the photo related to each role-play. In the last phase, a fishbone diagram was used for reasons, results and solutions of child labor and also a routine day of a child worker was drawn by WH. Children had high motivation in the child labor progress. The drama was the most attractive part of this session.



The Image 1. Fishbone Diagram Sample (Child Labor Reasons are economic issues, poverty, parental pressure like etc., Solutions are legal sanction, child welfare etc.)



The Image 2. A Drawing Related to A Routine Day of Child Worker

Classroom management were mostly effective. PT had some partly sufficient summarizing the current lessons and he was enough for preparing and presenting materials in this module. When it comes to children’s rights awareness’ scale, Table 3 explains the difference between pre-test and post-test used mean. There is a significant difference of the value of t test both of them.

Table 3. *Depended t Test Results of Child Labor Questions Pre-test and Post-test Scores*

Children's Awareness Scale	Rights	N	X	S	T	p
Question 1						
Pre-test		44	8.76	2.17	-3.136	.000*
Post-test		44	16.73	6.32		
Children's Awareness Scale	Rights Scale	N	X	S	T	p
Question 2						
Pre-test		44	8.86	2.31	-9.319	.000*
Post-test		44	18.89	6.35		

*p< 0.05

Findings of Learning and Teaching Activities Related to Preventing Child Discrimination and respecting Individual Differences

Classroom was organized in advance in order to let PS move easily. The related Article 2 of CRC was attached to student board. Introduction activity was called "Similarities and Differences Dance" presented with International Folk Dance Music Sound. PT told that "*Students who are tall, come together... Students who have brown eyes, like red etc. come together and keep dancing*" PT gave some instructions to PS with the music... (*Bach Concerto 9*)

"Everybody makes a colorful sphere. You make it bigger and then make it smaller. Think it as your world and individual differences. This sphere has your emotions, interests, your characteristics etc." PS discussed about their expressions and individual differences each other. They concluded that individual differences are great wealth for societies. After this activity a poster about World Children which had a slogan "We are celebrating it altogether, with all world children.". PS asked some key questions to find April 23th "Children's Festival". Some discourses were as follows:

DS: Turkish children invite foreign children to celebrate Children's Festival.

PT: Why do you celebrate April 23th "Children's Festival" together? What is the purpose of celebrating?

YK: All children are brothers and sisters. Our great leader Ataturk pointed out it. He attributed a great importance to children.

AU: The message for brotherhood, sisterhood and peace. Unity and solidarity.

A poem which was about April 23th, fellowship and peace, was read by PT and then he divided class into two groups. He gave two questions in written worksheet. Groups made a brain storming about these questions.

Question 1: What does respecting to yourself and someone else mean?

Group 1: If a person has a self-respect, he/she has also respect to another one.

Question 2: If someone has a different or good interest that you don't have, do you respect him/her or do you feel jealous? Why?

Group 2: If we get younger, we can feel jealous. But it is the best what to tell him/ her good features. It is a good opportunity to learn new experiences from him/ her.

PS sat down in a round table. Carton houses (Miniature was called) which were designed in previous visual art class. Children photos from different countries were attached to blackboard and a number was given for each photo. PT gave some information (age, country etc.) about children in photos and he told students that they would choose three of them in order to stay in their houses. They discussed how they chose at the end of this process. They pointed out that they identified their reasons without discrimination. The last activity of this session was creative drama. Children were assigned to different groups for role-playing different cases which were about anti-discrimination and respecting individual differences. They empathized with children lives', culture and feelings come from different

countries. There were some disorganized situations in terms of planning and using time, preparation of learning materials. PS didn't envisage PT's some verbal expressions while PT was instructing. When PT was taking part in the play, PS made a sense of discrimination in role-play and discussion activities. In this session, PS were asked open-ended question and requested to fill gaps about anti-discrimination and all children in the world. All questions were coded under their sub-themes similarities.

Table 4. *Child Anti-Discrimination and Individual Differences Questions Pre-test and Post-test Frequencies*

Sub theme	Pre Test f	Post Test f
Children have special rights	11	1
Respect individual differences	1	12
Article 2 of CRC		5
Respect to all children	9	14
Equality	12	12
No answer	11	
Total	44	44
Sub theme	Pre Test f	Post Test f
Kids in the world.....		
Children must be provided education		1
People make their life easier	9	
They have different features	11	15
Tey need to respect	19	7
Tey like playing	2	1
All of them are equal	3	12
They must be protected		8
Total	44	44

Table 4 explains Child Anti-Discrimination and Individual Differences Questions Pre-test and Post-test Frequencies. "Children have special rights", "Equality" were most commonly used sub-themes in the pre-test for the first question. "Respect to all children", "Equality", "Respect individual differences" were most commonly used sub-themes in the post test. It may be predicted that Children had an agreement and awareness on equality and respecting on individual differences. For the second question about gap filling, on the one hand "They have different features", "They need to respect" were mostly used in the pretest, on the other hand "They have different features" and "All of them are equal" were mostly used in the post-test. In this context, they may have had reasonable awareness on this session related the matter.

Findings of Learning and Teaching Activities Related to Child Neglect and Abuse

In this session, there were different kinds of child abuse cases such as child poverty, abuse of right to health, gender mainstreaming, children with disabilities, kid brides. PT posted different photos on classroom walls, news like "child gallery". He also added students' stuff (works/products) which they collected for homework and their portfolio about their protection rights. They investigated all of photos and news. PT wanted from students to write an identity card or tag each photo or news. At the end of this activity, they looked over all of identity tags, children had awareness on children related matters. They also explained each issues related to article of CRC by using CRC document which was attached on the classroom board and separated them in terms of bad or good news.

Afterwards, students grouped and they wrote a petition on one of child abuse. Besides, they chose the institution (public, non-governmental organizations etc.) to submit the petition. The conflict was constituted between to whom it may concern from institution and people written petition. They wrote down their demands, tried to negotiate on one idea. One leader of these groups used her communication and speaking skills very well and she guided the flow of discussion. Thanks to her,

students used their argumentation skills in a democratic classroom environment. These following questions were used in that process:

“Why do countries abuse children’s rights? Think about a country which has child abuses and neglect, what do you say about this country’s legislative and judicial system?”

“As a right was misused, how does it affect other rights? As a right was developed and protected, how does it affect other rights?”

PT: Now that, each group develops a system which secures all children’s rights, covers all children (at least %90) needs. Besides all governments and countries support this system or organization.

First Step PT: “Identify the purpose of this organization, the story of its foundation, the construction of its working system. How does this system work? What kind of people work here?”

They established a non-governmental organization which aims at creating a rehabilitation system for abused children. Psychologists and medical staff were important. Moreover, volunteers were also working in the organization and most of them were children.

Second Step PT: “Your organization is celebrating its fifth anniversary. How would your organization be? What changed (Positive or Negative)? Think about the future?”

WH: Organization has a mission. Our staff has just got bigger and there are field experts from each child development domain. New approaches and technology support children. Children welfare is getting better. But, unfortunately there are still wars and conflicts so they still affect children-related issues. It is a big challenge for us.

Movie Days: PS watched five movies about child abuse (war, kid brides etc.). Children liked watching movies a lot every week. After each movie day, “The Movie Evaluation Form” was distributed in order to investigate students’ perceptions. It was found out that student had lack of knowledge about their protection rights. That issue was very new area for them

Child Poverty: PT gave a set of keywords about child poverty “Hunger- inefficient nurturing-health problems” to each group. They made a brainstorming before they composed news about child poverty.

Abuse of Right to Health: PT presented a case which was about a child’s health problem and its effect. They evaluated it by using six hat thinking exercise. Children stated that socio-economic factors cause many problems effecting children lives.

Gender Mainstreaming: A paper grid was prepared. PS discovered features based on gender mainstreaming. These features divided typical features and typical activities for men/boys or women/girls (Flowers, 2009).

PT: Is there any discrimination about genders in your neighborhood or in your life?

RT: My grandmother behaves my male cousin differently. She cares and loves him so much.

PT read a fairytale whose main characters were switched their genders. Students’ assignments were about switching genders in a well-known fairytale. Afterwards, a group game was played about gender mainstreaming (Flowers, 2009).

Children with Disabilities: They showed empathy towards disabled children. They shared their experiences with disabilities. A photo was attached to the blackboard. It was about child with physical disability. They acted about this child’s family life, school life when he grows up and his friends. They discussed solutions to reduce disabled children problems.

Juvenile Delinquency: A case was shared with students. They discussed hanging down a child as a group study. They came to the conclusion that international legislations and laws must be empowered and media has a major to change perception in under-developed countries.

Child Brides: Another case was shared with students which was about a girl becoming a child bride. They performed a creative drama. First phase was composing an identity for the girl by using creative thinking skills. The second one was understanding the plot of case so a gossip around who were the girl's neighbors, friends, relatives was composed. Lastly, teacher was in role as a TV program moderator. He assigned to students as field experts (lawyer, social service expert, the girl's teachers or friends, the person which girl married with etc.). Teacher sometimes read newspaper and law books and made telephone calls about this issue.

PS grouped into three different part. They evaluated and discussed negative impacts of war on children in the evaluation process and wrote a column about children in war as a group activity. Another evaluation activity on writing was "problems encountered with children in your neighborhood". Children got bored with that activity so, they prepared this study together. In this session, level of children participation in the activity was low. Watching movies took so much time so that time schedule had to be reorganized and time for other activities was reduced. They also stated that media causes a lot of child abuses especially newspapers.

PT instructed this session in 10th week, He had a bias on this session because of critical and sensitive issue. PS were asked about three most seen act of violence in their own life with brain storming. The most commonly expressed violence was "physical". Domestic violence, violence to woman and animals, peer victimization was applied by using physical force, swearing, insulting. They discussed reasons of violence.

MY: We see them on the TV or in newspapers.

MN: Even in our neighborhoods.

PT: What is the reason of domestic violence?

AD: Semi-illiterate or non-illiterate.

DK: People are in depression or their mood were bad due to various issues such as economic problems. They inflict violence to other family members to get rid of their anger.

Students were paired in groups to play a game about mother-child relations. Each couple created a case "Why does a woman beat her child?" and responded to that question by acting. They composed some keywords for their act and discussed about them in detail in their act. They listed some words which children were mostly exposed. They thought about alternative solutions to figure out the problem in the role instead of violence.

WH: Everybody or any institution has a responsibility If he/she meet a violence ...

PT wanted from students to prepare a mission grid for government, family, society, school, neighborhood, ministries, media etc. when they meet violence. They mostly stated that rules and regulations reorganized and revised as soon as possible. Immediately afterwards, PS composed scenarios on using a newspaper about child neglect and abuse. They envisioned some photo frames about their scenarios with different kind of music as like a trailer. Three of students inferred from this activity that violence was everywhere and every time. In the second part of this session PS watched different cartoons which were about child neglect and abuse and they discussed them.

PT: "What do you think of these cartoons? What kind of features and principles did you see?"

What is the most highlighted expression of child abuse?"

Some PS' statements: '

"Violence is not only physical. Someone has a big power and predomination, she/he commit to violence anybody else who has weak and poor. Violence (Each kind of violence like emotional etc.) is a child abuse and it gives very big harm to child development.

Afterward of cartoon activities an awareness poster of child abuse and neglect was used in the process. It was prepared in maximum size for attaching to the blackboard. PT wanted from each student to write five main principles after they examined the poster. Students had some difficulties on composing principle. That's why, PT inferred from general expressions from students' answers. Some of them are following:

*"Personal privacy is very important. It must be protected."
Everybody has a moral one of kind.
Each touch is not always a good one.
You cannot trust someone even an adult if you don't know very well."*



Image 3. An Awareness Poster of child Abuse and Neglect

These principles were written students' worksheets and then tree different color flashcards (Meaning of them: Agree. Disagree, Neutral) were distributed to students. They chose a card which one was correct for them related to one of teacher statements. They also explained their ideas why they chose that card. For instance, "Only girls are exposed to sexual abuse".

Blue: I agree Green: Neutral Yellow: I disagree

In this activity, students discussed child abuse very well and they gave some samples from media. Most of them were active participants and expressed their feeling freely in the discussion process. PT also mentioned about child protection service and children police and he organized an activity to integrate children police into the plot by using news. By this means of it, he accommodated children with noticing child protection services' missions. Afterwards, PS composed stories related to pictures which were given by PT as an evaluation activity. They also noticed with composed stories that child labor is a different child abuse.



Image 4. Some Pictures from Composing a Story

When they also evaluate the whole session, they mostly pointed out awareness poster of child abuse and neglect were helpful. They also stated that they established a link between life, experiences and child protection rules, legislations. However, it was observed that PT couldn't give feedbacks according to students' answers. Thus, he didn't evaluate students' products in the process.



Image 5. One of Student Diary “Bad Touch and Good Touch”

When it comes to children’s rights awareness scale, Table 5 explains the difference between pretest and posttest used mean. There is a significance difference the value of t test both of them. It can have said that teaching-learning activities about child abuse and neglect session created an awareness on children.

Table 5. *Depended t Test Results of Child Abuse and Neglect Questions Pretest and Posttest Scores*

Children’s Rights Awareness Scale	N	X	S	t	p
Question 1					
Pre-test	44	8.65	2.80	-5.33	.000*
Post-test	44	14.42	5.31		
Question 2					
Pre-test	44	9.5	5.80	-5.845	.000*
Post-test	44	16.7	6.55		

*p< 0.05

Findings of Learning and Teaching Activities Related to Different Kinds of Child Abuses

When it comes to children’s rights awareness scale, Table 6 explains the difference between pretest and posttest used mean about multiple-choice question. There is a significance difference the value of t test both of them. It can be said that teaching-learning activities about this session created an awareness on children.

Table 6. *Depended t Test Results of Child Abuse and Neglect Questions Pretest and Posttest Scores*

Children’s Rights Awareness Scale	N	X	S	T	P
Pre-test	44	15.85	1.80	-2.33	.000*
Post-test	44	24.42	4.31		

*p< 0.05

Table 7. *Pretest and Post Test Frequencies of Gap Filling Questions*

Children’s Rights Awareness Scale	Pre-test	Post-test
A disabled child.....	F	f
He/she has special rights	-	19
child’s life should be made simple	9	2
He/she has different features compare with others	-	15
He/She needs respect	29	7

Irrelevant answer	2	1
No answer	4	
Total	44	44
<i>Children's Rights Awareness Scale</i>	Pre-test	Post-test
<i>Boys and girls.....</i>	F	f
Equal	9	18
There is a discrimination	10	3
Equality is not possible in terms of culture, customs, live standards	-	8
They have different features	14	6
They don't get along with each other.	9	9
No answer	2	-
Total	44	44
<i>Children's Rights Awareness Scale</i>	Pre-test	Post-test
<i>Give an example for abuse of right to life</i>	F	f
Children trial	-	7
Children get hanged	-	7
Children die in war, poverty, earthquake	4	11
Children live in unhealthy and unhappy environment	16	9
Children expose harmful products and drugs	9	10
Unrelated answer	8	-
No answer	7	-
Total	44	44
<i>Children's Rights Awareness Scale</i>	Pre-test	Post-test
<i>Children in poverty, fatal accidents, disasters.....</i>	F	f
Government helps	2	8
Even all people are in trouble	26	16
Harmful for human psychology	15	18
Unrelated answer	1	-
No answer	-	2
Total	44	44

Table 7 explains disable child gap filling Question Pretest and Posttest Frequencies. "Child's life should be made simple", "He/She needs respect" were most commonly used sub-themes in the pretest for the question "A disabled children...". "He/she has special rights", "He/she has different features compare with others" were most commonly used sub-themes in the post test for the question "A disabled children...". It may be predicted that Children had an agreement and awareness on equality and respecting on individual differences. For the second question about gap filling "Boys and girls", on the one hand "They have different features", "There is a discrimination" were mostly used in the pretest, on the other hand "Equal" and "They don't get along with each other" were mostly used in the post test. In this context, they may have had reasonable awareness on this session related the gender mainstreaming. The third question about gap filling "Give an example of abuse of right to life", on the one hand "Children live in unhealthy and unhappy environment" and "Children expose harmful products and drugs" were mostly used themes in the pretest. On the other hand, "Children die in war, poverty, earthquake" and "Children expose harmful products and drugs" were used in the post test. It seen that child life standards and welfare may have an impact on right to life. The last gap filling question "Children in poverty, fatal accidents, disasters.....", "Even all people are in trouble" and "Harmful for psychological" were commonly used in the pretest but, "Harmful for human psychology" and repeated sub-theme "Even all people are in trouble" were used. It is fact that children have common idea on poverty, fatal accidents, disasters are universal problems and they give lots of harm to people in terms of psychological

Results and Discussion

In this research, qualitative research methods and supportive quantitative research strands were used to collect and analyze the data. Results of the study showed that major part of children didn't have enough knowledge sexual abuse, physical and mental violence, injury, neglecting. Children's attitudes were evaluated in terms of their protection rights' awareness. They mostly stated that sexual and physical abuse were the worst child abuse. They also stated that girls' marriage in early ages, deprivation of children welfare were big issues about children's rights. However, it certain that children had experiences about different kind of discriminations. There was significance difference between pretest and posttest inferred from implementing children protection rights module.

It was inferred from participant children's reflections, protecting children's rights cannot be succeeded in mentioning and announcing child abuse and neglect. When regulations, good samples and implementations are announced, it is certain that constituting awareness of children's rights and developing rights can prevent child abuse. The other impact of protection rights education module. Children were worried child labor inferred from their life experiences. They mostly think that there wasn't enough regulation about child labor although it should be considered important. They also stated that child laboring was the second worst child abuse. It was resulted that economical deficiencies cause many issues in children lives so child labor was one of these issues inferred from children's learning outcomes.

Media is very important tool to put public union into motion in order to create a sensitivity and push people who are responsible for making and stating new policies about child protection. In this education process participant children had positive impact about the effect of media on figuring out children's issues. In addition, media has noteworthy responsibility for children on the using and utilizing freedom and rights. Nonetheless, Güler (2009) pointed out that children's rights and children issues were neglected in broadcasting programs including children programs. It was also stated that TV or radio programs did nothing to give importance children's participation and their demands and children were regarded as passive citizens.

When it comes to curriculum implementing process, children enjoyed in the process and they participated to all learning activities in eagerly. They stated that they liked classes which were conducted with children's rights activities and those activities were different from children's rights unit (I learn my rights!) in current social studies curriculum for Grade 5. It was observed and pointed out by children that children got big awareness on their protection rights and they also enhanced their social and communication skills by using different learning strategies. Moreover, they enjoyed classes by joining learning activities. This developed curriculum by researcher could have contributed children's protection rights learning outcomes and knowledge of freedom and protection rights.

Decoene and DeCock (1996) research supports this result that children liked children's rights education and they were mostly interested in activities which were related to children's rights. Besides another research which was conducted by Covell and Howe (1999), was about the impact of children's rights education on children's level of understanding rights, their attitudes and behaviors. They stated that children who had got children's rights education had wider knowledge and intellection to be the owner of a right. Moreover, children had appropriate behaviors, they respected children came from disadvantaged areas or minority groups. Moreover, they started that they were eager to get teacher and peer supports. On the contrary to that, Wade's (1994) PhD thesis had opposite findings. The PhD thesis consisted of a curriculum on children's rights with enriched role-play, discussion, cooperative learning activities for between ages 9-11. There was no significance meaning between pre implementation and post implementation. Children who participated to activities, realized children's rights implementation in daily lives. But, they didn't establish a bound between children's rights and their daily life and give examples about rights. It was pointed out that children right education can actualized level of nominal before age 11 (as cited in Howe & Covell, 2005).

Protection module of children right education curriculum was applied for Grade 5. Participants had not experienced any implementations or had any knowledge about rights to protect. The practice elementary education teacher also stated that level of curriculum was convenient for participants and he pointed out that children could realize their protection rights even though the concept of right was intangible and the protection rights were very complex. The last important fact of children's rights education is identifying convenient teaching methods and using effective the chosen method. Article 29 of CRC supports and focuses on gains and purposes of education. In that sense, child-based activities and teaching activities with appropriate methods are acceptable. Children's rights education should not be arranged with traditional methods.

Interactive teaching methods can help teachers to envision rights in their students' minds. For instance, Torun & Duran's (2014) research was conducted effect of game method on success, permanence and attitude in children's rights education. Statistical results obtained as a result of the research determined that there was not a meaningful difference between the academic success of experimental group students and control group students before pre-test application and their attitudes towards children's rights. After the post-test application, it was seen that there is a meaningful difference in favor of experimental group between the academic success and attitudes towards children's rights of the test group and the control group. However, in permanence test performed 30 days after the posttest application, no meaningful difference was observed between post-test and permanence test for both groups. As far as Torun & Duran's (2014) research and this research, permanent learning outcomes may be important aspect in children's rights education. Democracy education may be an effective domain on actualizing of freedoms and rights. Although the concept of democracy is being tried doing elections and creating awareness on world issues in order to transfer philosophical texts to daily lives in schools. But that is not a solution to implement experimental education methods and activities (UNICEF, 1999, Waldron & Ruane, 2010). With this context, integrative and common educational settings can be provided for sustainable children's rights education in all grades of education to create a democratic society and bring up individuals who are known their rights.

Some research shows that it did not cause any anarchy environment in family, school or society when children have awareness and gain knowledge about children's rights. Informing children about their rights can be considered in three ways. First, it is certain that children have knowledge about their rights and responsibilities thanks to aforementioned children's rights education. Second, it is foreseen that children learn requirements of democratic life and play an active role on equality and claiming their own rights as reflecting the conscious of citizenship. Third, children fulfill their responsibilities and requirements to be a good citizen. By this way, children could get required abilities and knowledge in order to be a citizen brought up in a democratic and human rights-friendly society (Howe & Covell, 2005).

Suggestions

Briefly summarized, a curriculum with supported different and well-constructed teaching-learning activities may support children's learning outcomes regarding to children's rights (survival, development, participation, protection). In addition, teachers and their positive perceptions are also very important facts as much as learning-teaching activities. Thus, teachers may have in-service training or certificate program about CRC and children's rights education. A special course / class can be taught in early childhood education and elementary education undergraduate programs. Concept of children's rights may be integrated to curricula from early childhood education to high school education. Not only curricula, teachers and education settings are important but also the other important factors such as media, products of children's literature, occupational groups who work closely with children, public institutions and non-governmental organizations have a massive impact on shaping up children's rights education.

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