

## Технологическая карта урока английского языка в 9 классе

**УМК:**

**Разделурока:** Unit

**Темаурока:** Lesson «Children's rights online»

**Цель урока:** к концу урока учащиеся смогут построить краткое монологическое высказывание по теме, используя изученные ЛЕ.

**Задачи урока:**

- развивать умения читать аутентичные тексты с выделением значимой информации;
- развивать умение вести дискуссию по теме;
- развивать умение составлять монологическое высказывание по теме;
- развивать умение оценивать свою работу на уроке и результаты своей учебной деятельности;
- содействовать развитию интереса к изучению иностранного языка;

**Ожидаемые результаты занятия:**

*Предметные:*

- учащиеся используют новую и активизируют ранее изученную лексику в речи;
- учащиеся адекватно воспринимают речь учителя и одноклассников по обсуждаемой теме.

*Метапредметные:*

- учащиеся обосновывают свою точку зрения, приводя примеры;
- учащиеся организуют эффективное учебное сотрудничество и совместную деятельность в парах и группах;
- учащиеся принимают участие в обсуждении, выражают свое мнение, учитывая мнение других участников.

*Личностные:*

- учащиеся соотносят свои поступки с нравственными ценностями.

**Ресурсы:** Учебник «Английский язык» 9 класс

Урок был разработан на основе:

- технологии проектной деятельности; технологии проблемного обучения; технологии коммуникативного обучения, технологии CLIL.
- принципа личностно-ориентированного обучения, принципа деятельностного обучения, принципа наглядности, сознательности и творческого характера обучения.

- Оборудование и материалы:
- Компьютер, проектор, раздаточный материал (Appendix 1-8).

#### Литература и информационные ресурсы

1. УМК: И.Н. Верещагина, О.В. Афанасьева «Английский язык»)
2. The Universal Declaration of Human Rights (<http://www.un.org/en/universal-declaration-human-riahts/1.htm>)
3. Compass. A Manual on Human Rights Education. *Council of Europe, 2012.*
4. vimeo.com/203109950
5. The Convention of the Rights of the Child

Этапы урока	Деятельность учителя	Деятельность учащихся	
<b>Мотивация</b>  <b>Актуализация субъективного опыта</b>	Приветствует учащихся. Просит прокомментировать следующее утверждение: Comment on the following statement. <i>Some people think that children have only one right: to do what they are told by parents or teachers. All other rights will come when they become adults.</i> What is your opinion? Do you agree with this statement? На экране показывает фотографию омбудсмена в России/или значок конвенции прав ребенка, задает вопрос «Кто это?/Что это?» (Ombudsman - a person who represents and protects human rights), после обсуждения задает вопрос «Чем он занимается?» (promote awareness of children's rights among young people and children)	Заходят в класс, делятся на группы по заранее подготовленным карточкам, излагают – ту информацию, которую знают.	<b>РУУД:</b> пробуждение интереса к учебной деятельности
<b>Этап выявления причины и места затруднения</b>	Демонстрирует телефон на картинке, задает вопрос «Как относится телефон к правам ребенка?» Your rights can be positively or negatively affected when you are online. Подводит к определению темы	Предлагают варианты темы урока, формулируют цель урока, задачи урока, на основе которых составляют план работы на уроке, изучают листы самооценки.	<b>КУУД:</b> Взаимодействуют с учителем, пытаясь понять что такое права ребенка онлайн, чтобы рассказать о них в своем гайдлайне.

	<p>урока: «Какова цель урока? Задачи?»</p> <p>Показывает цветные карточки с задачами на доске, просит выбрать задачи, позволяющие достичь цели урока. Выдает листы самооценки.</p> <p>Корректирует тему, цель и задачи урока по необходимости.</p> <p>To understand how children’s rights online are respected, protected, fulfilled and take an action to promote children’s rights online.</p> <p>1) To find out what rights all children have</p> <p>2) How children’s rights are related to the Internet</p> <p>3) To be able to use topical vocabulary in a given situation</p>				
<b>Восприятие и осмысление учащимися нового материала</b>	<b>Bingo</b>				<b>КУУД:</b> Взаимодействуют друг с другом в группах, пытаюсь систематизировать ранее изученные лексические единицы.
	Title of the international instrument proclaiming the rights of the child (The Convention of the rights of the child)	A special right that all children should have (for education)	the right to do what you want without being controlled or restricted (freedom)		
	To influence (affect)	To perform the right (to fulfill)	something that you are legally or officially allowed to do (right)		
	to do something against an official law or principle (to violate)	to promise to do something or to promise that something will happen (To guarantee)	a situation in which people have the same rights (equality)		
<b>Первичная проверка понимания</b>	<p>Задаёт вопрос “What are rights?”</p> <p><b>Rights are things that people should have and be able to do.</b></p> <p>The UN has worked out an international agreement called the United Nations Convention on the Rights of the Child. It gives you different rights. (ООН выработала международное соглашение, которое называется Конвенция ООН по правам ребёнка. Она даёт вам различные права). Демонстрирует видео</p>	<p>В группах заполняют таблицу (Приложение 1), объясняя значки (Приложение 2), используя текст (Приложение 3)</p>		<p><b>РУУД:</b> уметь оценить полученную информацию через просмотр видео и чтение текста, заполнив таблицу нужно информацией по ситуации.</p> <p>.</p> <p><b>ПУУД:</b> свободная ориентация и восприятие текста; установление причинно-следственных связей.</p> <p><b>КУУД:</b> умение с достаточной полнотой и точностью выражать свои</p>	

	(vimeo.com/203109950) <a href="https://disk.yandex.ru/i/PF3SUvh52r2XNg">https://disk.yandex.ru/i/PF3SUvh52r2XNg</a>		мысли в соответствии с задачами и условиями коммуникации.
<b>Первичное закрепление с проговариванием во внешней среде</b>	<p>Просит учащихся построиться в линию. Называет ситуацию (Приложение 4), просит учащихся оценить ее. Организует совместное обсуждение.</p> <p>All children from each previous small group should make a line and hold up the children's rights card they had discussed in their small groups. Make sure there is space for you in the line to take a step forwards and backwards. I will read out some of the scenarios relating to 'Children's Rights Online' With each scenario, you should say if this right is works respected, protected and fulfilled, against (violated) or does not affect each right. Give the reasons for your point of views: If you are sure the scenario is for a particular right, take a step forward. If the you think the scenario is against a particular right, take a back. If you consider that the scenario does not affect a particular right, stay still.</p>	Строятся в линию, держат в руках пиктограммы с правами. Оценивают ситуацию, шагают вперед, если их право (см. картинку) уважается, защищается, реализуется, назад, если нарушает, если не влияет, остаются на месте.	<b>ПУУД:</b> воспринимать и понимать с опорой на языковую догадку краткий несложный текст; выделять нужную информацию; уметь оценить полученную информации.
<b>Этап самостоятельной работы</b>	<p>Предлагает группам создать гайдлайн для защиты прав детей в интернете.</p> <p>Now it's time to create a guideline to protect children's rights in the Internet.</p>	В группах распределяют роли, выполняют задание, презентуют гайдлайн,	<p><b>РУУД:</b> осуществление саморегуляции и самоконтроля; оценивание правильности выполнения учебной задачи, возможности ее решения.</p> <p><b>ПУУД:</b> осознанное построение речевого высказывания.</p> <p><b>КУУД:</b> умение с достаточной полнотой и точностью выражать свои мысли в соответствии с задачами и условиями коммуникации; владение письменной речью.</p> <p><b>ПУУД:</b> Поиск и выделение</p>

			<p>необходимой информации и способов ее реализации, пользуясь накопленным ранее жизненным опытом и информацией интегративного характера.</p> <p>Составлять ситуативное высказывание на заданную тему (что такое права детей и как они могут быть защищены в интернете). Систематизация знаний по теме.</p> <p><b>КУУД:</b> выражение своих мыслей с достаточной полнотой и точностью; аргументирование своего мнения или вывода.</p>
<b>Рефлексия</b>	<p>Просит учащихся заполнить листы самооценки, предлагает ответить на вопросы сервиса Kahoot для подведения итогов урока.</p>	<p>Работаю с сервисом Kahoot, отвечая на вопросы: Анализ и оценка успешности достижения цели; выявление качества и уровня овладения знаниями. Заполняют листы самооценки, подводят итоги урока.</p>	<p><b>ЛУУД:</b> установление связи между целью деятельности и ее результатом.</p> <p><b>РУУД:</b> осуществление самоконтроля; оценка деятельности (в том числе самооценка) на уроке совместно с учителем и одноклассниками; выделение и осознание того, что уже усвоено и что нужно еще усвоить.</p>
	<p>Учитель спрашивает учащихся удалось ли им достичь поставленной цели и задач.</p> <p>Учитель знакомит с домашним заданием. Now open your diaries and write down your homework. <b>Your home task is two tasks to choose:</b></p> <p>Complete the text filling in the missing words (базовый уровень); To make a guide list for our school website. (повышенный уровень), подводить итоги урока.</p>		







Anna Kuznetsova is a Russian state and public figure, human rights activist, a commissioner for children's rights under the President of the Russian Federation since September 9, 2016.

The **United Nations Children's Fund (UNICEF)** is a United Nations agency responsible for providing humanitarian and developmental aid to children around the world. It was established in 1946 as the **United Nations International Children's Emergency Fund** by the U.N. General Assembly,

## Bingo


### Keys:

Title of the international instrument proclaiming the rights of the child (The Convention of the rights of the child)	A special right that all children should have (for education)	the right to do what you want without being controlled or restricted (freedom)
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What do you think the right means?				
Why might it been important that children have this right?				
Who has a role in helping to make this real in children's lives?				



## FACT SHEET: A summary of the rights under the Convention on the Rights of the Child

**Article 1 (Definition of the child):** The Convention defines a 'child' as a person below the age of 18, unless the laws of a particular country set the legal age for adulthood younger. The Committee on the Rights of the Child, the monitoring body for the Convention, has encouraged States to review the age of majority if it is set below 18 and to increase the level of protection for all children under 18.

**Article 2 (Non-discrimination):** The Convention applies to all children, whatever their race, religion or abilities; whatever they think or say, whatever type of family they come from. It doesn't matter where children live, what language they speak, what their parents do, whether they are boys or girls, what their culture is, whether they have a disability or whether they are rich or poor. No child should be treated unfairly on any basis.

**Article 3 (Best interests of the child):** The best interests of children must be the primary concern in making decisions that may affect them. All adults should do what is best for children. When adults make decisions, they should think about how their decisions will affect children. This particularly applies to budget, policy and law makers.

**Article 4 (Protection of rights):** Governments have a responsibility to take all available measures to make sure children's rights are respected, protected and fulfilled. When countries ratify the Convention, they agree to review their laws relating to children. This involves assessing their social services, legal, health and educational systems, as well as levels of funding for these services. Governments are then obliged to take all necessary steps to ensure that the minimum standards set by the Convention in these areas are being met. They must help families protect children's rights and create an environment where they can grow and reach their potential. In some instances, this may involve changing existing laws or creating new ones. Such legislative changes are not imposed, but come about through the same process by which any law is created or reformed within a country. Article 41 of the Convention points out the when a country already has higher legal standards than those seen in the Convention, the higher standards always prevail.

**Article 5 (Parental guidance):** Governments should respect the rights and responsibilities of families to direct and guide their children so that, as they grow, they learn to use their rights properly. Helping children to understand their rights does not mean pushing them to make choices with consequences that they are too young to handle. Article 5 encourages parents to deal with rights issues "in a manner consistent with the evolving capacities of the child". The Convention does not take responsibility for children away from their parents and give more authority to governments. It does place on governments the responsibility to protect and assist families in fulfilling their essential role as nurturers of children.

**Article 6 (Survival and development):** Children have the right to live. Governments should ensure that children survive and develop healthily.

**Article 7 (Registration, name, nationality, care):** All children have the right to a legally registered name, officially recognised by the government. Children have the right to a nationality (to belong to a country). Children also have the right to know and, as far as possible, to be cared for by their parents.

**Article 8 (Preservation of identity):** Children have the right to an identity – an official record of who they are. Governments should respect children's right to a name, a nationality and family ties.

**Article 9 (Separation from parents):** Children have the right to live with their parent(s), unless it is bad for them. Children whose parents do not live together have the right to stay in contact with both parents, unless this might hurt the child.

**Article 10 (Family reunification):** Families whose members live in different countries should be allowed to move between those countries so that parents and children can stay in contact, or get back together as a family.

**Article 30 (Children of minorities/indigenous groups):** Minority or indigenous children have the right to learn about and practice their own culture, language and religion. The right to practice one's own culture, language and religion applies to everyone; the Convention here highlights this right in instances where the practices are not shared by the majority of people in the country.

**Article 31 (Leisure, play and culture):** Children have the right to relax and play, and to join in a wide range of cultural, artistic and other recreational activities.

**Article 32 (Child labour):** The government should protect children from work that is dangerous or might harm their health or their education. While the Convention protects children from harmful and exploitative work, there is nothing in it that prohibits parents from expecting their children to help out at home in ways that are safe and appropriate to their age. If children help out in a family farm or business, the tasks they do be safe and suited to their level of development and comply with national labour laws. Children's work should not jeopardize any of their other rights, including the right to education, or the right to relaxation and play.

**Article 33 (Drug abuse):** Governments should use all means possible to protect children from the use of harmful drugs and from being used in the drug trade.

**Article 34 (Sexual exploitation):** Governments should protect children from all forms of sexual exploitation and abuse. This provision in the Convention is augmented by the Optional Protocol on the sale of children, child prostitution and child pornography.

**Article 35 (Abduction, sale and trafficking):** The government should take all measures possible to make sure that children are not abducted, sold or trafficked. This provision in the Convention is augmented by the Optional Protocol on the sale of children, child prostitution and child pornography.

**Article 36 (Other forms of exploitation):** Children should be protected from any activity that takes advantage of them or could harm their welfare and development.

**Article 37 (Detention and punishment):** No one is allowed to punish children in a cruel or harmful way. Children who break the law should not be treated cruelly. They should not be put in prison with adults, should be able to keep in contact with their families, and should not be sentenced to death or life imprisonment without possibility of release.

**Article 38 (War and armed conflicts):** Governments must do everything they can to protect and care for children affected by war. Children under 15 should not be forced or recruited to take part in a war or join the armed forces. The Convention's Optional Protocol on the involvement of children in armed conflict further develops this right, raising the age for direct participation in armed conflict to 18 and establishing a ban on compulsory recruitment for children under 18.

**Article 39 (Rehabilitation of child victims):** Children who have been neglected, abused or exploited should receive special help to physically and psychologically recover and reintegrate into society. Particular attention should be paid to restoring the health, self-respect and dignity of the child.

**Article 40 (Juvenile justice):** Children who are accused of breaking the law have the right to legal help and fair treatment in a justice system that respects their rights. Governments are required to set a minimum age below which children cannot be held criminally responsible and to provide minimum guarantees for the fairness and quick resolution of judicial or alternative proceedings.

**Article 41 (Respect for superior national standards):** If the laws of a country provide better protection of children's rights than the articles in this Convention, those laws should apply.

**Article 42 (Knowledge of rights):** Governments should make the Convention known to adults and children. Adults should help children learn about their rights, too. (See also article 4.)

**Articles 43-54 (Implementation measures):** These articles discuss how governments and international organizations like UNICEF should work to ensure children are protected in their rights.



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them. In terms of discipline, the Convention does not specify what forms of punishment parents should use. However any form of discipline involving violence is unacceptable. There are ways to discipline children that are effective in helping children learn about family and social expectations for their behaviour – ones that are non-violent, are appropriate to the child's level of development and take the best interests of the child into consideration. In most countries, laws already define what sorts of punishments are considered excessive or abusive. It is up to each government to review these laws in light of the Convention.

**Article 20 (Children deprived of family environment):** Children who cannot be looked after by their own family have a right to special care and must be looked after properly, by people who respect their ethnic group, religion, culture and language.

**Article 21 (Adoption):** Children have the right to care and protection if they are adopted or in foster care. The first concern must be what is best for them. The same rules should apply whether they are adopted in the country where they were born, or if they are taken to live in another country.

**Article 22 (Refugee children):** Children have the right to special protection and help if they are refugees (if they have been forced to leave their home and live in another country), as well as all the rights in this Convention.

**Article 23 (Children with disabilities):** Children who have any kind of disability have the right to special care and support, as well as all the rights in the Convention, so that they can live full and independent lives.

**Article 24 (Health and health services):** Children have the right to good quality health care – the best health care possible – to safe drinking water, nutritious food, a clean and safe environment, and information to help them stay healthy. Rich countries should help poorer countries achieve this.

**Article 25 (Review of treatment in care):** Children who are looked after by their local authorities, rather than their parents, have the right to have these living arrangements looked at regularly to see if they are the most appropriate. Their care and treatment should always be based on "the best interests of the child". (see Guiding Principles, Article 3)

**Article 26 (Social security):** Children – either through their guardians or directly – have the right to help from the government if they are poor or in need.

**Article 27 (Adequate standard of living):** Children have the right to a standard of living that is good enough to meet their physical and mental needs. Governments should help families and guardians who cannot afford to provide this, particularly with regard to food, clothing and housing.

**Article 28: (Right to education):** All children have the right to a primary education, which should be free. Wealthy countries should help poorer countries achieve this right. Discipline in schools should respect children's dignity. For children to benefit from education, schools must be run in an orderly way – without the use of violence. Any form of school discipline should take into account the child's human dignity. Therefore, governments must ensure that school administrators review their discipline policies and eliminate any discipline practices involving physical or mental violence, abuse or neglect. The Convention places a high value on education. Young people should be encouraged to reach the highest level of education of which they are capable.

**Article 29 (Goals of education):** Children's education should develop each child's personality, talents and abilities to the fullest. It should encourage children to respect others, human rights and their own and other cultures. It should also help them learn to live peacefully, protect the environment and respect other people. Children have a particular responsibility to respect the rights their parents, and education should aim to develop respect for the values and culture of their parents. The Convention does not address such issues as school uniforms, dress codes, the singing of the national anthem or prayer in schools. It is up to governments and school officials in each country to determine whether, in the context of their society and existing laws, such matters infringe upon other rights protected by the Convention.

## Resource 1: Children's Rights Cards



be treated equally and fairly



privacy



play and leisure



have your say when people are making decisions that are about you



education



get and share information



be safe from harm



express yourself freely



enjoy arts and cultural activities



know your rights



healthcare



people making decisions based on what's best for you

## Resource 2: Children's Rights Online: Scenarios

If these situations happened, would they be for your rights, against your rights, or not affect your rights as a child?

1. Your friend takes a picture of you that you think you look silly in and posts it online for others to look at without your permission.
2. You are allowed to use the internet at school to find out about what can help you to keep healthy.
3. An organisation sets up a website to give information and support to children if they are feeling unhappy, worried or upset.
4. Your older cousin lets you use their tablet for anything you want to do online.
5. Some of your friends have smartphones, but you feel you don't need one.
6. You get into trouble about something and you are not allowed any screen time for a week.
7. Companies improve controls to stop children getting onto sites that could be upsetting or dangerous for them.
8. One of your friends sets up a blog about music. You can join it and add your opinions.
9. The Oireachtas makes a law to say that online services cannot allow children under 13 years old to sign up for their services without the permission of their parents/guardians.
10. A children's organisation sets up a website that gives children information about children's rights.
11. Your school gets together a group of children, parents and teachers to help write the school's policy on internet use at school.
12. One of your friends disagrees with something you said. Your friend posts what you said and how they feel about it on a group chat. This upsets you.



## Resource 4: UN Convention on the Rights of the Child

The **UN Convention on the Rights of the Child** is a list of children's rights. These rights are for every child up to 18 years old. All children should be able to experience these rights as they are growing up.



## Resource 4: Smart Sheet



### Лист самооценки

Имя и фамилия	Оцени свою работу по шкале от 0-3*
Я внимательно выслушивал(а) своих товарищей	
Я отстаивал(а) свою точку зрения, приводя аргументы	
Я излагал(а) свои мысли четко и ясно	
Я оказывал(а) помощь и поддержку партнерам	
Я проявлял(а) инициативу в совместной работе	
Я анализировал(а) свою работу и работу своих партнеров	
Я определял(а) цели; проблему и способы ее решения	

\*

0— «никогда»

1— «редко»

2— «иногда»

3— «всегда»

**Индикаторы сформированности коммуникативных УУД**  
**(Лист наблюдения учителем)**

Уровень	Характеристики	+/-	Способ проверки
Высокий	<p>Ученик:</p> <ul style="list-style-type: none"> <li>— с полнотой и точностью выражает мысли на иностранном языке в соответствии с задачей общения;</li> <li>— умеет задавать уточняющие вопросы при необходимости дополнительной информации;</li> <li>— умеет контролировать, корректировать и оценивать действия партнеров;</li> <li>— учитывает разные точки зрения;</li> <li>— умеет аргументировать свое мнение, убеждать;</li> <li>— проявляет уважение к партнерам и выражает готовность оказывать им помощь;</li> </ul>		<p>Учащиеся в группе готовят ответ по теме. Их задача: прийти к общему мнению, аргументировать свой ответ. Учитель наблюдает за процессом группового общения и отмечает знаком «+/-» утверждения, присущие каждому ученику.</p>
Средний	<ul style="list-style-type: none"> <li>— преодолевает не все спорные моменты;</li> <li>— не всегда может прийти к согласию;</li> <li>— понимает смысл высказываний партнеров, но испытывает трудности в оформлении и выражении своей мысли на иностранном языке;</li> <li>— испытывает затруднения при контроле, коррекции и оценке действий партнеров по общению;</li> <li>— иногда учитывает интересы и позиции партнеров;</li> <li>— редко задает уточняющие вопросы при добывании недостающей информации;</li> </ul>		
Низкий	<ul style="list-style-type: none"> <li>— не пытается договориться или прийти к согласию, настаивая на своем;</li> <li>— не идет на контакт (молчит/агрессивен и т.д.);</li> <li>— не может оформить и выразить свою мысль на иностранном языке в соответствии с задачей общения;</li> <li>— не умеет контролировать и оценивать действия партнеров по общению;</li> <li>— не проявляет уважение к партнерам и не выражает готовность оказывать им помощь.</li> </ul>		

## Приложение 9.

Children's rights are the \_\_\_\_\_ of \_\_\_\_\_ with particular attention to the rights of special protection and care. They include the right to association with both \_\_\_\_\_, as well as the basic needs for food, universal state-paid education, health care. There are also criminal laws appropriate for the age and development of the child, equal protection of the child's \_\_\_\_\_, and freedom from different forms of \_\_\_\_\_. A child is a person, not a *subperson*. There exist the children's rights movement and is considered to be distinct from the \_\_\_\_\_ movement.

The field of children's rights spans the fields of \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.

human rights

civil rights

children

parents

youth rights

discrimination

morality

religion law

politics

### Keys:

Children's rights are the human rights of children with particular attention to the rights of special protection and care. They include the right to association with both parents, as well as the basic needs for food, universal state-paid education, health care. There are also criminal laws appropriate for the age and development of the child, equal protection of the child's civil rights, and freedom from different forms of discrimination. A child is a person, not a *subperson*. There exist the children's rights movement and is considered to be distinct from the youth rights movement.

The field of children's rights spans the fields of law, politics, religion, and morality.

### Или Подобрать статьи прав из Конвенции, которые соответствуют тексту стихотворения

#### Keys:

В праве граждане равны,  
взрослые и дети,  
расы, веры, языки,  
люди на планете. (Статья.)

Both adults and children

Equal in law

Not depend of language,

Creed, and race, so forth

Being out of loving

И любовью обделён  
Быть никто не должен,  
И расти в своей семье  
Всякий хочет тоже. *(Статья.)*  
В дом без спроса никому  
Заходить негоже.  
Брать нажитое добро  
Не пытайтесь тоже! *(Статья.)*  
Ну, а если злой недуг  
Одолел, проклятый,  
Прочь проваливай, испуг,  
Обратись к врачам ты. *(Статья.)*  
Коли в школу не пускать  
Кто-то вдруг решился –  
Не имеет прав таких,  
Знать, ума лишился! *(Статья.)*  
Угрожать решили вам,  
Кулаком грозили,  
Вот что знаю твёрдо я:  
В правде Бог, не в силе! *(Статья.)*  
Не забудь, что все права –  
Наше достоянье!  
И нельзя нарушить их  
Даже в испытаньях! *(Статья.)*

Nobody should be!  
Family the nicest  
Is your destiny! (Article\_\_\_\_)  
Do not try, the robber,  
Enter my cottage!  
Everything inside it  
Is my heritage. (Article\_\_\_\_)  
Being sick and tired  
Call the doctor, please,  
Free it is for children (Article\_\_\_\_)  
And is not the lease.  
He, so cocky, fussy,  
Keeps you off from school.  
Gaga gone he`s really,  
Despite thinks he`s cool. (Article\_\_\_\_)  
Keep away from cockerels,  
They might beat you, mate,  
God will help with better pals, (Article\_\_\_\_)  
Do you hesitate?  
Don`t forget that all the laws  
“Treasure” should be called,  
Never should be broken, course,  
Often one is told! (Article\_\_\_\_)



To understand how  
children's rights online  
are respected, protected,  
fulfilled and take an  
action to promote  
children's rights online

- 1) To find out what rights all children have
- 2) How children's rights are related to the Internet
- 3) To draw the icons for human rights

4) To be able to use  
topical vocabulary in a  
given situation

5) To practice Present  
Perfect

### Вопросы для Kahoot:

1. A person fighting for human rights (Ombudsman)
2. When was the Convention of the rights of the child was adopted? (1989)
3. A \_\_\_\_\_ is every human being under the age of 18 years (a child)
4. The children's rights are \_\_\_\_\_  
a) Equal b) fundamental c) are not protected by law d) international e) universal
5. What right is it? "All children must have a name when they are born and become a citizen of a particular country" (a right to name a nationality at birth)
6. \_\_\_\_\_ is a possession of a minimum set of knowledge and skills of working on a computer, the use of computer technology; understanding the basics of computer science and the importance of information technology in society. (Digital illiteracy)
7. Nobody can open children's letters and listens to their phone calls (right to privacy)
8. Under international law the child has rights:  
(a) at the age of 16 b) at the age of 14 C) from the moment of birth +
9. How many articles in the Document on the rights of the child:  
a) 54 + b) 34 C) 44

## How to protect kids from the dangers of the internet

Protecting kids from the **dangers of the internet** is the responsibility of parents even if they have a busy lifestyle. Here are some guidelines by which you can keep your children safe from internet threats-

### 1) Keep the computer in the living room

By keeping the computer in open in the living room will take away the privacy and their minds won't wander to exploring inappropriate content where they can be caught.

### 2) Keep your device's password protected

To avoid children accessing internet without your permission, you should enable password login on the computer, laptop or another device. So every time they want to access the internet, they will have to ask your permission.

### 3) Block websites

So that your children can't access inappropriate websites in your absence, you can block websites and adult content from the settings of browsers. Enable only the sites that are safe from sexual or violent content including gaming and social networks.

#### 4) Use PC monitoring or Parental Control Apps

The best way to keep an eye on your kid's online activities is to install a PC monitoring or mobile monitoring app on the particular device. Many monitoring software is available on the internet both free and premium which will not only block inappropriate content, like pornography, malicious emails, and messages but also give you a report about their online activities.