Муниципальное автономное общеобразовательное учреждение

**средняя общеобразовательная школа № 6**

г. Южно-Сахалинск.

ПРОЕКТНАЯ РАБОТА

на тему:

«Права ребёнка в России и Англии»

(Английский язык)

Выполнил:

ученик 9Б класса

Журбин Никита Александрович

Руководитель:

И Фа Сун

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Подпись

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Введение

**Цель проекта**: познакомить школьников и их родителей с документами о правах ребенка, в доступной форме разъяснить значение каждого права.

**Задачи проекта**:

1. Ознакомление детей в соответствующей возрасту форме с основными документами по защите прав ребенка.

2. Познакомить детей с правами и обязанностями человека, воспитывать уважение к правам другого человека, формировать эмоционально-положительное отношение к важнейшим нравственным качествам (доброта, милосердие, сострадание, сочувствие) и умение проявлять их при взаимодействии с окружающими людьми.

3. Формирование доброжелательности и чуткости к окружающим, уважительного отношения к ним, привлечение внимания ребенка к своим правам и обязанностям, формирование нравственных норм и правил поведения (семье, обществе).

4. Формирование чувства собственного достоинства, осознания своих прав и свобод, ответственности.  
5. Воспитание уважения к достоинству и личным правам другого человека.

6. Закрепление полученных знаний в повседневной жизни и постепенное накопление опыта соблюдения прав и обязанностей

**Основные проблемы, которые решает проект**:

* Показать целостное представление о том, какими правами обладают дети.
* Помочь ребенку подготовиться к самостоятельной жизни, стать полноправным членом общества, создать ребенку условия для нормального физического и интеллектуального развития.
* Привлечь интерес к проблемам детей.

**Организационные формы реализации проекта:**

* Подготовка. Определение темы, цели и задач проекта. Формирование рабочей группы.
* Сбор материала по теме проекта. Определение источников информации.

**Результаты работы над проектом:**.

* *Методический:*материал по теме “Права ребенка в России и Великобритании” можно использовать на уроках английского языка в 7-9 классах.
* *Образовательный:*развитие познавательных навыков учащихся, умения ориентироваться в информационном пространстве и критически осмысливать полученную информацию, преодоление языкового барьера при общении со сверстниками.
* *Развивающий:*работа по данному материалу на уроках приведет к развитию интереса и формированию устойчивых знаний школьников по изучаемому вопросу.
* **Продуктом данного проекта** является методическая разработка проекта, которая может быть использована на уроках английского языка и во внеклассной работе по теме “Жизнь и проблемы подростков”.

Содержание проекта на английском языке

Intrоductiоn

Everyоne, frоm the yоung age, faces with situatiоns when yоu need tо knоw your rights and respоnsibilities. As they get оlder adоlescents оften dо nоt know what tо dо, how tо prоtect their rights. Experience shows that to prоtect their legitimate interests adоlescents rarely seek tо parents. They try оn their оwn оr with the help оf friends tо prоtect their rights, sоmetimes оverestimating their capabilities and stepping "the line оf what is permitted", which leads tо a viоlatiоn оf the law and mоral experiences. Experiences can lead tо certain diseases; undermine the physical оr mental health. How tо keep yоurself, yоur health and dignity nоt tо be left оut оf life? These questiоns оften arise befоre the teenagers. The urgency оf these issues has made me work оn the project оn "Child Rights in Russia and Great Britain"

THE MAIN TASKS ARE:

Investigate the level of students' knowledge of their rights and ways to protect them on the materials of the UN Convention on the Rights of the Child.

Research Тasks:

Examine the contents of the CRC.

Conduct a survey of students to identify the level of knowledge of their rights and ways to protect them.

Find out which organizations can help a teenager in the protection of his rights.

To acquaint students with the basic provisions of the Convention on the Rights of the Child.

Family - a small island, on which we are born and grow up. Here we have everything necessary to enter adulthood. And as adults, create a family ourselves, we begin to educate оur own children. And so it goes on from generation to generation. Family - is a natural environment for a child's life. It is a kind of refuge, providing survival of a growing person. The State must respect the rights and responsibilities of parents, guardians and other persons having direct responsibilities for the welfare, education and child development. Child rights are inseparable from the family. The family bears responsibility for him. However, it happens that in the family the rights of the child are violated and therefore he needs to be protected.

- I believe that the major issues on the subject are as follows:

1. Does the child know his rights?

2. What rights does the child have in the family?

Every child should know their rights and responsibilities, to move them, to operate in the right situation using them. But for this he does not have to access information, materials, and reveal the details affecting the subject.

For the formation of children’s elementary representations of their rights and freedoms, the development of respect and tolerance towards other people and their rights, it is important not only to provide knowledge but also to create conditions for their practical application. Few people are aware that children have rights too. They are not as broad as grown-ups’ rights but children are little people that’s why they have a number of rights. There is a special document arranged set of laws and rules defending children’s interests – United Nations Convention on the Rights of the Child. Declaration says that every child has right to live, to get name and citizenship, to grow up and to develop in proper way, etc. In the case if these rights are broken the state must ensure the child social protection and guarantee observance of еру rights.

On my point of view it’s impossible to emphasize some rules because all of them are of great importance. Children are the future of society that’s it must to protect children from troubles, cruelty and violence, in addition pay attention to children to grow-up in peace and well-being. Responsible parents do their best to give to their child everything what only is possible to educate a dignified citizen of society. But unfortunately some people whom are difficult to call parents forget that children have rights and prejudice them in every way. Such persons are not aware that children should eat in time, to dress warmly, to go to school and to get medical aid and also to get love, warm and care. Then state presided in social workers must help these children and punish offenders. I would like to start my project with a poem of Albert E. Kahn. Here it is:

I claim the human right to live.

I claim the human right to love.

I claim the human right to work.

I claim the right to every child to eat*.*

In his poem the writer proclaims the right for everybody to live happily on the Earth.

I’d like to have this poem as a motto for my project, because it deals with the problem of the human to have equal rights. It especially concerns children as they are less defended by adults.

Historical Roots of the Children's Rights Movement

The assumption that children either could or should have rights of any type is a relatively new idea. For most of history children were largely consigned to the status of parental property or chattel (primarily the father's chattel). Absolute parental control of the child, unfettered by the state, was in part a reflection of the agrarian society and the family itself as a work unit. Even where a child became orphaned or was so severely mistreated by parents or guardians that courts sentenced the abusers to prison, the child would often be indentured into the service of a new parent-master. This concept of children having an economic value was often matched with even sterner religious views, in which children were seen as inherently evil and needing a strict, punitive upbringing.

This view of children began to change in the West due to a variety of reasons. First, a more child-centered concept of human rights and family life began to emerge from the European Renaissance in the late fifteenth and early sixteenth century. John Locke (1632–1704) espoused the contractual nature of marriage and wrote of the value of self-determination. In the Enlightenment period in the eighteenth century a strong emphasis was placed on expression of individual freedom and one's rights. And during the American Revolution sentiments were raised supporting abolition of all types of tyranny, including tyranny of parents over children. All of this set the stage for a new way of thinking about childhood and the rights of children.

With the Industrial Revolution in the nineteenth century, structural changes were made in the nature of work and the family that further affected how children were raised and how their role in the family was construed. For the first time, the spheres of home and work were separated. The family was no longer the main economic unit and the period of childhood socialization was lengthened. During this time there was also a level of children's rights activity unmatched before or since. *Child saving* became a central theme of social reformers who wanted a public policy shift from punishment to education and rehabilitation. Many private, public, and especially progressive religious organizations became involved in efforts to create institutions—orphanages, houses of refuge, and reform schools—for abandoned, destitute, delinquent, wayward, and vagrant youths. Societies for the prevention of cruelty to children were established. The first child labor and compulsory schooling laws were enacted, and just before the turn of the twentieth century, new concepts of child protection were institutionalized.

In all of this there was a divide between those who focused mainly on nurturance and protection of children and those who focused more on children's rights to participation and self-expression. In the traditional *nurturance model,* adults were seen as the main determiners of what is in the best interest of the child. In the more *rights-oriented model,* greater decisional freedom for children was encouraged.

At the heart of this is a debate over the limits of parental authority versus child liberty. Lawrence Wrightsman (1994) suggests that a basic tension still exists between the circumstances in which the state should be permitted to take action for the child against the parents and the idea of the sanctity of family privacy and parental control. Even as late as the early twentieth century most children in the world had no legal status separate from their parents. The view that the best interests of the child were protected by parents was reflected in U.S. law in the early 1900s. For instance, the 1923 U.S. Supreme Court decision in *Meyer* v. *Nebraska* enunciated the fundamental legal right of parents to establish a home and bring up children, including dictating their education. In that case, the Court struck down a state law prohibiting foreign-language education in all primary schools. The Court held that the community's interest in children—resulting in the dictating of educational policy—could not prevail over parents' rights to control their child (and thus the child's education).

In 1967, the U.S. Supreme Court issued a decision that marked a new era in the relationship between children and the legal system. In the case of In re Gault*,* nullifying a juvenile delinquency adjudication and sentence that had been given by a juvenile court in which the affected child was not afforded the right to counsel, the Supreme Court rejected the unrestricted authority of the "benevolent" juvenile court system that permitted children to be incarcerated without the legal protections afforded adults. *Gault* breathed new life into the phrase *children's rights.*

Within a few years writings on children's rights in the United States and around the world began to multiply. One of the most important of these articles was "Children under the Law" (Rodham 1973), which thoroughly explored the implications of legal issues that were then quite new to systems of jurisprudence.

 The United Nations Organization is an international organization to which nearly all the countries in the world belong. Its head offices are in New York City. The UN tries to make sure there is peace in the world and that all countries work together to deal with international problems. The United Nations Convention on the Rights of the Child sets out in a number of statements called articles, the rights which all children and young people up to the age of 18 should have. The rights should apply to young people everywhere whether they live in rich or poor countries.

Russia agreed to the UN Convention on the Rights of the Child in 1989.

Nowadays more and more social problems are associated with being young. Today it is fashionable to speak about teenage problems. A few years ago alcohol, fights, killings and other kinds of violence were more problems for adults than for young people.

But now, as official reports admit, violence, AIDS, drugs and alcohol are more and more associated with youngsters. For many children from poor families, violence, drinking problems and all that is associated with poverty becomes more real than reality.

The government’s surveys show that every fifth teenager who was arrested for criminal actions, was younger than 14 and could not be sent to prison. Almost half of the teenagers have experience with drugs, alcohol and sex under age 16. A lot of teenagers who have drug or alcohol addiction almost never believe that they are dependent. These things are often combined with family and school problems. What makes young people do these things? What is done by society to protect youth or help them?

**The United Nations Convention on the Rights of the Child and the main Rights**

To these and some other questions we will try to answer today.

Everyone has rights, including you. To protect children’s rights the United Nations has worked out an international agreement called the United Nations Convention on the Rights of the Child. According to this Convention: all children have the right to non-discrimination (Article 2); All children have the right to life (Article 6); All children have the right to name and nationality at birth (Article 7); Children have the right to express their views (Article 12); Children have the right to meet other people (Article 15); Children have the right to privacy (Article 16); Children have the right to information (Article 17); Children have the right to protection (Article 19, 32); Disabled children have the right to take a full and active part in everyday life (Article 23); Children have the right to health and health care (Article 24); Children have the right to education and development (Article 28, 29); Children have the right to leisure (Article 31). In my speech, I will try to explain some rights given by the UN Convention for young people. What are all these rights about?

1) The right to name and nationality at birth means that all children must get a name when they are born and become a citizen of a particular country.

2) The right to express their views means that children can say what they think. What they say must be listened carefully.

3) The right to education and development means that children should have the best chance to develop their abilities. Every child can go to school. Different kinds of secondary schools should be available for children. Schools should help children develop their skills, teach them about their own and people’s rights and prepare for adult life.

4) The right for disabled children to take a full and active part in everyday life means that such children must be helped to be as independent as possible.

5) The right to non-discrimination means that children can join organizations take part in meetings and peaceful demonstrations which do not affect other people’s rights. All children should have the rights whatever their race, sex, religion, language, disability, opinion or family background.

6) The right to health and health care means that all children should have a chance to live in a safe and unpolluted environment with good food and clean drinking water. The government must give children good medical care and try to reduce the number of deaths in childhood.

7) The right to protection means that the government should protect children from harm, cruelty, abuse and dangerous drugs.

**Can rights and laws be different in different countries? I am 15 now; but I have no right to drive a car. Why can teens of my age drive a car in other countries?**

Most age rights and laws in the United States are similar to those in other countries. But many of them can differ from one state to another. Different places can have different laws about driving, drinking alcohol, smoking, and so on. In most, the legal driving age is 16 or 18. But in some communities, teenagers with driving rights can drive alone after the age of 14 or 15, but only in the daytime. Some Americans think that it isn’t reasonable, because teenagers are too young. Another example: most people know that states in the US have different laws about the legal drinking age. In most states no one under 21 can buy alcohol in public. Some people put the can in a paper bag and drink; nobody can see the beer, but still it is not legal.

**What laws and age limits are there in Great Britain?**

The British Government joined the UN Convention on the Rights of the Child in 1991 and worked out some documents with age limits for some activities for British children.

**At Sixteen.**

You can leave school. But you are entitled to receive full-time education until you are 19.

The law permits you to work full-time, if you have left school.

You can leave home without your parents’ consent.

You can apply for your own passport.

You can buy cigarettes. The law allows a young person to smoke at any age.

You can buy liqueur chocolate.

You have to pay full ticket on trains and on buses and the Tube in London.

You can marry if your parents permit you to do it.

**At seventeen**.

You can get a license to drive a car and ride a motorbike.

Girls can join the army.

You can buy any firearm (guns or ammunition).

**At eighteen.**

You are an adult. You do not need your parents’ permission for anything. You can get married, vote, borrow money and drink alcohol.

**What can you tell us about the rights of children in our country? Do they need any protection?**

According to mass media reports the life of teenagers in Russia has changed greatly over the last ten years. The experts admit that the crimes being done by teens have increased 17% since 1991. Every 10th crime is done by teenagers. In 1997 about 170,000 teenagers were put into prison. 34,000 teenagers were under 14. The government’s surveys show that 60% of teenagers used drugs for the first time. There are 2,000 disabled children, only 923,000 of them attend kindergartens and schools. There are 453,000 children in children’s homes; 90% of them do not have parents. The rights of Russian children are supported by the UN Convention and guaranteed by the Constitution. But still there are a lot of problems.**:** What has gone wrong? Some specialists explain that the changes of our society, the system of our life, force young people to choose their own lifestyle. On the one hand, our society agrees that 15-17 year-old people are old enough to be responsible for what they do and give them quite a lot of freedom and rights. On the other hand, most adults think that teenagers are too young to be taken seriously. This misunderstanding produces many problems. Actually, a lot of teenagers say that their parents let them do anything they want and are quite indifferent to their problems. Many teenagers get upset or depressed when they can’t solve their problems. As a result, it makes them believe that there is only one way out – to stop living and commit suicide. No doubt, teen problems will increase. But young people should feel that they are cared for.

Issues for the Future

Globalization will bring about powerful new linkages among people and nations through law, technology, the media, and the marketplace. An important question is how these new linkages will affect the lives of families and children across the world. The last decade of the twentieth century witnessed an unprecedented increase in the level of international cooperation around the issue of children's rights. The status of children and their social, intellectual, and physical welfare came to be a topic of great worldwide concern, and calls were raised for the creation of clear universal guidelines to ensure that children's rights were protected around the globe. The challenge is how to draft international documents that create binding standards for children but are sufficiently sensitive to variations in local cultural values and customs. Accommodating cultural diversity within broad global frameworks will continue to challenge decision makers as they struggle to formulate policies that enhance the dignity of children worldwide.

Заключение

Conclusion

The knowledge of children's rights and ways to protect them is very relevant. After reviewing literature on relevant topics, a conducted survey among the students of our school , I came to the following conclusions:

Modern society can not and should not afford violation of the rights of the child. The international community has created a legal framework for the protection of children's rights - in 1989. It adopted the Convention on the Rights of the Child, which establishes the right of children from birth until they reach adulthood. By 1998, 190 countries have adopted the Convention on the Rights of the Child.

Things are not easy nowadays even for adults; but for teenagers who have to find their own place in society, it’s very difficult. It is necessary not only to adapt to your society, but also to be confident about your position in life.

In planning your future you have to think about many problems and the ways to overcome them. It is not an easy matter. You should know your rights and duties.

I wish you to know what to do in every difficult situation. Be ready to help people around you, be kind, patient and thoughtful.

Список использованных Интернет-ресурсов

https://iloveenglish.ru/topics

www.engmaster.ru/topic

www.english-exam.ru/

www.native-english.ru

www.festival.1september.ru

https://kopilkaurokov.ru/

Список используемой литературы

1. Конвенция о правах ребенка (на русском и английском).
2. Конвенция РФ. (1993 г)
3. Семейный кодекс РФ