

“CHILDREN’S RIGHTS” ACCORDING TO PRIMARY SCHOOL STUDENTS

(İlköğretim Öğrencilerine Göre “Çocuk Hakları”)

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Abstract

One of the issues that takes place in the agenda of current century is, beyond question, the problem of human rights. One of the fundamental rights of a person is the right to know his/her own rights. Being aware of rights, wishing to use and protect them, and considering why they should be protected can only be come true by means of education. For that reason, education has a crucial role in teaching human rights as necessary. One of the general aims of Turkish National Education System is to bring up citizens who are aware of their duties and responsibilities towards human rights and take them as behaviors. Raising students as individuals aware of their rights will make the base for shaping of the good citizens of the future.

A systematical instruction should be applied in schools. Social studies in primary education is a lesson in which children’s rights education can be implemented in a planned way. It is an expected ideal that students as citizens of The Republic of Turkey should be grown up like citizens who love their country and people, know about their rights and use them, fulfill their responsibilities and have a national consciousness. For that reason, to find out the perceptions of primary school students on their rights is very important. In this point, the aim of the researcher is to determine how primary school students perceive children rights and how they use these rights in their immediate surroundings.

This research is implemented to the sixth and seventh grade students studying at 3 different primary schools in Ankara in 2011-2012 academic year. Since limited number of schools participated in the study, any generalizations about the results of the study will not be made. Choosing the schools, the appropriate/suitable sample method was employed. 120 sixth and seventh grade students from 3 different schools participated in the study. 10 open-ended questions were asked to students in order to determine their perceptions on their rights under cover of Convention on the Rights of the Child. Moreover, students were asked to complete this sentence: “Children have a right to.....” and to prepare a poster showing this right. A rubric was used to evaluate posters. Qualitative research method was used in this study and descriptive scanning model was adopted. The data derived from study was analyzed using document analyses and descriptive analyses.

Reviewing the results of the study in general, it was seen that the perceptions of students on children’s rights focused on the freedom of living, expressing ideas, education, game and entertainment. It was found out that students considered children’ rights within the framework of human rights so they had the idea that if humans have right, children must have rights, too. It was also seen that students were able to use their rights in family atmosphere most and they had limited opportunity of using their rights among friends and in school atmosphere. Furthermore, students stated that they had a right to be grown up, looked after, and loved in family. They requested some rights about game, entertainment, education and rise in family income from the government. Students said that every child had a right to entertain, play game, get education, be free, be protected and be dirty and they stated specifically that their families took away their right of entertainment and game.

According to the results of the study, it can be said that students are sensitive about the rights intended for games and entertainment but they do not have enough information about protection, education, freedom, thought, living etc. that are included in UN Convention on the Rights of the Child. As a result, children should first be aware of their rights in order to use them. Accordingly, human rights education must be handled meticulously, children should be informed about their rights with activities prepared by taking account of their age groups. Besides families should be included in the process with family participation activities and they should be informed about that children have some rights and that games and entertainment are of children’s fundamental needs.

Key Words: Primary School, Social Studies, Children’s Rights, Human Rights

Özet

İçinde bulunduğumuz yüzyılın gündemini meşgul eden konulardan biri de hiç şüphesiz insan hakları sorunudur. İnsanın temel haklarından birisi, kendi haklarını bilme hakkıdır. Kişilerin, haklarının farkında olmaları, bu hakları kullanma ve korumayı istemeleri, haklarının neden korunması gerektiğinin bilincine varmaları ancak alacakları eğitimle gerçekleşir. Bu nedenle insan haklarının gerektiği şekilde öğretilmesi için eğitimin önemi büyüktür. Türk milli eğitim sisteminin genel amaçlarından birisi de insan haklarına karşı görev ve sorumluluklarını bilen ve bunları davranış haline getirmiş yurttaşlar yetiştirmektir. Öğrencilerin ilköğretim döneminde haklarını bilen bireyler olarak yetişmesi geleceğin iyi vatandaşlarının şekillenmesinde temel oluşturacaktır.

Okullarda çocuk hakları konusunda programlı bir şekilde öğretim yapılması gerekmektedir. Temel eğitimde yer alan dersler içerisinde sosyal bilgiler dersi, genel amaçları itibariyle çocuk hakları eğitiminin planlı, programlı şekilde yürütülebileceği bir derstir. Öğrencilerin Türkiye Cumhuriyeti vatandaşı olarak, vatanını ve milletini seven, haklarını bilen ve kullanan, sorumluluklarını yerine getiren, ulusal bilince sahip bir vatandaş olarak yetişmesi beklenen idealdir. İlköğretim dönemindeki öğrencilerin kendi haklarına yönelik algılarını ortaya koymak bu nedenle önem arz etmektedir. Bu noktada araştırmanın amacı, ilköğretim öğrencilerinin çocuk haklarını nasıl algıladıklarını ve buldukları ortamlarda bu haklarını nasıl kullandıklarını tespit etmektir.

Bu araştırma, 2011- 2012 eğitim öğretim yılında Ankara merkezde tespit edilen üç ilköğretim okulunun 6. ve 7. sınıf öğrencilerine uygulanmıştır. Araştırmada sınırlı sayıda okul kullanıldığı için araştırma sonuçları ile ilgili bir genelleme yapılmayacaktır. Okulların seçiminde uygun / elverişli örneklem yöntemi kullanılmıştır. Çalışmaya üç farklı okulun 6. ve 7. sınıflarında öğrenim gören toplam 120 öğrenci katılmıştır. Araştırmada öğrencilere çocuk hakları sözleşmesinden yararlanarak haklarına yönelik algılarını tespit etmek amacı ile 10 adet açık uçlu soru sorulmuştur. Öğrencilerden ayrıca “Çocuklarhakkına sahiptir” cümlesini tamamlamaları ve bu hakkı gösteren bir afiş hazırlamaları istenmiştir. Öğrencilerin hazırladıkları afişlerin değerlendirilmesi için bir değerlendirme ölçeği kullanılmıştır. Betimsel tarama modelinin benimsendiği bu araştırmada nitel araştırma yöntemi kullanılmıştır. Araştırmanın verileri doküman analizi ve betimsel analiz kullanılarak analiz edilmiştir.

Araştırmanın sonuçları genel olarak değerlendirildiğinde öğrencilerin çocuk haklarına yönelik algılarının oyun, eğlence, eğitim, yaşama ve düşüncelerini ifade etme özgürlüğü üzerine yoğunlaştığı görülmüştür. Öğrencilerin, çocuk haklarını insan hakları çerçevesinde düşündükleri, bu nedenle insanların hakları varsa çocuklarında hakları olması gerektiği görüşünde oldukları tespit edilmiştir. Öğrencilerin haklarını en fazla aile ortamında kullanabildikleri, okul ve arkadaş ortamında ise haklarını kullanma imkânının daha sınırlı olduğu görülmüştür. Ayrıca öğrenciler aile içinde büyütülme, bakılma, korunma, sevilme haklarının olduğunu ifade etmişlerdir. Devletten ise oyun, eğlence ve eğitime yönelik haklar ile aile gelirinin artması hakkı talep etmektedirler. Öğrenciler her çocuğun eğlence, oyun, eğitim, yaşama, özgürlük, korunma, kirlenme hakkına sahip olduğunu söylemişler, özellikle eğlence ve oyun haklarının aileleri tarafından ellerinden alındığını belirtmişlerdir.

Araştırma sonuçlarına göre öğrencilerin özellikle eğlenceye ve oyuna yönelik haklar konusunda çok duyarlı oldukları ancak Birleşmiş Milletler Çocuk Hakları Sözleşmesi’nde yer alan korunma, eğitim, özgürlük, düşünce, yaşama vb. haklar konusunda yeterli bilgiye sahip olmadıkları söylenebilir. Sonuç olarak, çocukların haklarını kullanabilmeleri için öncelikle haklarından haberdar olmaları gerekir. Bu doğrultuda temel eğitimin ilk yıllarından itibaren insan hakları eğitiminin üzerinde titizlikle durulmalı, yaş gruplarına göre hazırlanmış etkinlikler ile çocuklar hakları hakkında bilgilendirilmelidirler. Bunun yanı sıra aile katılım çalışmaları ile aileler de sürece dahil edilmeli, çocukların da bir takım haklara sahip oldukları, özellikle eğlence ve oyunun da çocuğun temel bir ihtiyacı olduğu hususunda bilgilendirilmelidirler.

Anahtar Sözcükler: İlköğretim, sosyal bilgiler, çocuk hakları, insan hakları

Introduction

In general, human rights are the ones that aim to protect human honour and provide their development materially and morally. Having been born as a human is enough to have human rights. Human rights are universal, libertarian, equitable, pacifist and suggesting responsibility. In modern societies, not only are human rights determined by laws but also facility and guarantee of protecting their rights through justice are given to the individuals (Doğan, 2005, 251).

The right to know human rights, responsibility of application, participating the practicing and developing them need public, social and individual sentience and responsibility. Culture of Democracy and human rights are a life style for society and human as well as they are a kind of state management. They lead to relationships in society, family, social environment, urban and rural living areas, schools and other places as well as principles and norms of human rights in public space in processes of management are based. Human rights and democracy through parents-child relationships, teacher-student relationships, child-adult relationships and the other all relationships should be experienced, applied, internalized, performed sensitively, learnt by doing and experiencing (Cılga, İ., 2001). Foundations must be laid as from the childhood period to form the consciousness that will be possessed life long about human rights. The rights of the Child must be asserted at this point.

The first critical step about children rights is Geneva Children Rights Declaration accepted in 1924 after The First World War. But the said arrangement is quite short and it only guides the countries that signed it in the studies about the welfares of children. Children Rights Declaration accepted in United Nations General Assembly in 1959 has more significance in terms of encouraging the rights of the child. The said declaration does not contain very different provisions from Agreement of the Rights of the Child that was accepted after thirty years. But necessity of making an international contract that ensures the rights of the children arised as some perceptions changed after the notifications were internalized and new ideas emerged, any forensic binding does not exist, any remedy is not the case when it is not obeyed and the bad conditions of many children were ignored by many governments. Additionally, not existing a contract that emphasizes rights of the child peculiarly affected to form such a contract whereas there are many United Nations contracts about human rights and some of them refer to rights of the child in different aspects. In the end The global increasing interest intended for breaches of the rights of the child in 1970s provided with taking action about doing a legal regulation that ensures the rights of the child and brings responsibilities for quarter governments. The first step in this context was taken by Poland Government in 1978 and Poland Government prepared a draft of UN Convention on the Rights of the Child for The United Nations Human Rights Committee. The studies of forming this draft complemented after nearly ten years and it was finalized in 1988. After that, it was presented for approval to Human Rights Committee in 1989. The draft was accepted in the Plenary Committee in November in 1989 and was come into force in 1990. Turkey approbated the Contract in 1994 by putting reservation to 17th, 29th and 30th clauses for the right to comment suitably according to R.T. Constitution and clauses and soul of the 1923-dated- Lausanne Treaty (Akyüz, 2000: 113). The International Convention on the Rights of the Child is a contract whose principles and standards of human rights has been developed in terms of children. The contract is the law of human rights of the children. It is a creation for growing up the children and the young as qualified and conscious people in all aspects, protecting the happiness and the future of the

humanity and the society. It describes the facilities that provide the children with developing their skills freely and the conditions providing these facilities. The Contract principles contain the dimensions of preventing discrimination, equality, justice, supervising the child’s high benefit, love and tolerance for the child, the child’s participating in the processes about himself, taking his advices. The right of the child’s living, right of living safely, the right of carrying on and developing his life are the basic rights. In other words, the rights of the child have been described in the frame of rights of living, developing, being protected, caring and participating (Cılga, İ., 2001).

In the abstract of UN Convention on the Rights of the Child that was come into force in Turkey, the children’s necessity of special ensurance and protection was emphasized by denoting that the family that is the basic unit of the society should be protected and helped and by mentioning that the child should be grown up with the spirit of peace, being grateful, tolarence, freedom, equality and cooperation in a family environment that generates the environment of happiness, love and understanding to provide the children with living individually in the society (Çılga, A., 2001).

The 42nd clause of UN Convention on the Rights of the Child emphasizes the necessity of children’s knowing their rights by saying “ The member governments contract to warrant children’s learning the principles and the clauses of the contract as well as the adults by proper and effective instruments.”. The contract held the member governments responsible for teaching the children their rights besides providing them with the surroundings that they can use for their rights (Ersoy, 2011: 21). When the children learn their rights in UN Convention on the Rights of the Child, they also learn the rights and responsibilities of citizenship. While the children are learning their rights, they learn the virtues, values and practices of good citizenship (Howe and Covell, 2005: 6). The schools should be the institutions where the children learn and practise their rights beyond the children’s actualizing rights of education (Osler and Starkey, 1998: 315). In this context, scheduled tuition must be applied about the rights of the child at schools. Social Studies course among the courses in the basic education is the one in which the education of the rights of the child can be waged planned and scheduled because of its general purposes.

The expression that is in the general purposes of Social Studies teaching programme “ They grow up as Turkey Republic citizen who loves his homeland and nation, knows and uses his rights, fulfill his responsibilities, has national consciousness.” (ME, 2005a: 6) shows that there are education of human rights and the rights of the child in the teaching programme of the course. The acquisitions about education of human rights in Social Studies (ME, 2005a: 26; ME, 2005b: 29-44) have been given according to class levels in Table 1.

Table 1:The acquisitions about education of human rights in Social Studies

Class Level	Learning Field	Acquisition
5. Class	<i>Individual and Identity</i>	<i>He associates the roles that he receives in groups with the rights and the responsibilities that their roles necessitate (3). He realizes his rights as a child (4) .</i>
	<i>Individual and Society</i>	<i>He advocates that the solutions that are presented for a matter should be on the basis of right, responsibility and freedom (1).</i>

6. Class	<i>Power, Management and Society</i>	<i>He analyses the evolution process of human rights by setting forth from the historical documents (4).</i>
	<i>Science, Technology and Society</i>	<i>He advocates the necessity of getting the products of which copyright and patent rights are reserved by legal means.</i>
	<i>Individual and Society</i>	<i>He interprets the terms freedom of mass media and privacy of private life in the frame of their relations with each other. (4) He realizes the link between the right of receiving true information, freedom of expressing his idea and freedom of mass media (5).</i>
7. Class	<i>People, Places and Environments</i>	<i>He associates using the right of education with the citizen's responsibilities about this subject.(4). He explains the freedom of settling and travelling (5)</i>
	<i>Science, Technology and Society</i>	<i>He associates expressing the idea in historical process and science freedoms with the scientific developments (5).</i>

The acquisitions given in Table 1 have been run in different styles in the course books of Social Studies according to the level of the students. It is seen that the subject of the rights of the child are especially emphasized in the fifth grade. According to Farris (2007: 430), the students should learn their freedoms and rights about citizenship responsibilities. They must know their rights to express their beliefs and personal aptitudes. The teachers must have information and experience about the rights of the child and its education in an effective education of the rights of the child (Akyüz, 2012: 363). The teachers have an important role in students' participating in learning procedure as active citizens. The teacher as a role model can help the students with learning the basic features of a democratic disposal in primary level while he is teaching the rights and duties of citizenship and democracy (Farris, 2007: 451).

The thing the children are interested in mostly, which they are the basic principles about protecting of the rights of the child, is to give them the chance of uttering their own ideas about the subjects that affect them. The children say with their words that they want the adults to trust them more, to respect their ideas more and want to take role in decision procedure. The children want to feel that others respect their ideas and they want to be active participators in the decisions taken about themselves (European Commission, 2011). However, the rights that we, the adults, accept as basic human rights are denied from the children because of their ages. One of the reasons of ignoring the rights of the child is the people's not approaching the matter seriously. The rights of the child are limited by a series of ways that lies from unimportant one to extremely important one. It is possible to meet the limitations that lies from the right of choosing the film that will be watched, the bed time, the clothes to the right of voting. The children have been a "silent" community "without representative" that is devoid of its rights in the society for a long time (Franklin, 1993: 15,38).

The principles of the rights of the child must be implemented instantly to integrate them in the society

as individuals that live in a stable environment full of love and tolerance and that can develop individual power and skills under the protection and leading of the adults (Çilga, A., 2001).

1.1. The Importance and Purpose of the Research

It is essential to make a scheduled tuition about the rights of the child at schools. Social studies among the courses that are in the basic education is course in which the education of the rights of the child can be waged in a planned and scheduled way because of its general purposes. The expected ideal is that the students grow up as a Turkish Republic citizen that loves his homeland and nation, knows and uses his rights, fulfills his responsibilities, has national consciousness. because of this, it is important to reveal the perceptions of the students in primary school about their own rights. In this point the purpose of the research is to ascertain how the primary school students perceive the rights of the child and use these rights in their environments. Answer has been searched for the following questions because of this purpose :

- How is the children’s perceptions about their rights?
- How is the children’s perceptions about their rights in their families?
- What are the children’s thoughts about the surrounding that they use the most?
- What are the rights that the children expect from the government?
- How did the children explain a right that had been bereaved from them?
- What are the children’s thoughts about their clearest right?
- How did the children present the rights of the child in the poster study?

2. The Method Of The Research

Qualitative research method has been used in this research in which descriptive scanning model has been adopted. Descriptive research model is research approaches that aim to describe a situation that existed in the past or still exists by its existing form (Karasar, 2005). The findings of the research have been collected by open-ended questions and technique of examining document.

2.1. Study Group

This research was applied to 6th and 7th level students of the schools in the city centre of Ankara in 2011-2012 educational year. A generalization won’t be done about the findings of the research as limited number of schools were used in the reseach. Proper / convenient sample method was used in choosing the schools. Totally 120 students that are students in the 6th and 7th grades of three different schools joined the study.

2.2. The Data Collection Tools

The students were asked 10 open-ended questions in the research to ascertain their perceptions about their rights by benefiting from the contract of the rights of the child. The students were also asked to complete the sentence “The children have the right of” and to prepare a poster showing this right.

2.3. The Analysis of Data

Descriptive analysis and documentary analysis were used in analysing the research. Descriptive analysis and documentary analysis among data analysing approaches in analysing data of the research. The gained data in descriptive analysis were summarized and interpreted according to the themes defined before. Data was presented with frequencies by digitizing the gained qualitative data. Direct quotations from students’ thoughts were done in presenting the findings. The purpose in descriptive analysis is to represent the gained findings in an organized and interpreted form (Yıldırım and Şimşek, 2008; 224). The students’ posters were evaluated by adapting the poster evaluating scale that Demirezen (2011) used in her study. Data gained from the posters were also analysed by documentary analysis. Documentary analysis covers analysis of written materials that contain information about the phenomenon or incidents aimed to be searched (Yıldırım and Şimşek, 2008: 187). Every student in study group was given a number in the research and it was given with these numbers when quotations were done in the findings.

3. The Findings And Interpretation

3. 1. How are the perceptions of the students about their rights?

Table 2: The perceptions of the students about their rights

There must be the rights of the child. Because	f
The children are humanbeings, too	83
The children will be adults in the future	37

All of the students’ answers in the study group were “yes” when they were asked “ Do the children have rights?”. All the students in the study group believe that the children have rights. When the students were asked “Why must the children have rights?” (f=83), the expression “ the children are humanbeings, too” was used frequently. The students frequently answered the question “ Why must they have rights?” (f=37) as “ The children will be adults in the future.” . when the findings of the first sub-problems are examined, it has been found that they suppose the rights of the child in the frame of human rights so they think there must be the rights of the child if there are human rights. It can also be said that they have consciousness partly that when they are children, they must learn the basic information about the rights that they will have in the future.

Some of the students answered as “ Children are humanbeings. Every humanbeing has rights. So we have some rights (11).”, “ Surely we have rights. Because we are humanbeings, too. Don’t we have rights because we are young? (23).”, “Children live in this country, too. The rights of this country are also the rights of them (29)”, “Children will be adults in the future. They must learn their rights when they are young (102).”, “ If children will be the citizens of this country in the future, they must have rights (89).”, “ Children act better when they are givenrights. The ones that use these rights will be more successful in the future (42).”, “ every child is a humanbeing. They have rights. But they suppose some children as if they were slaves. They make them work and don’t let them go to school. However those children have rights, too (63).”

3. 2. How are the perceptions of the children about their rights in the family?

Table 3: The perceptions of the children about their rights in the family

My rights in the family	f
My right to be brought up	32
My right to be cared	24
My right to be protected	21
My right to be loved	17
My right to think	11

When the students were asked whether they have rights in the family, 105 students in the study group said that they had rights in the family. 15 students in the study group said that they did not have rights in the family or they did not respond to the question. These students did not explain anything. When the students were asked which rights they had in the family they answered frequently as they had the right of being brought up (f=43), the right of being cared (f=28), the right of being protected (f=21), the right of being loved (f=17), the right of thinking (f= 11). When the problems in the second sub-problem were examined, the students said that the most important right they had in the family was being brought up, being cared and being protected. To express their rights in the family so shows that the children’s most important expectation from their families is providing with basic living rights. Besides that, it is a remarkable point that 15 students in the study group said that they did not have any rights in the family or they did not respond to that question. This situation can be interpreted as those students don’t know about the term of right or they are not aware of having rights in the family.

Some of the students gave answers as “ I have rights in the family. The most important of them is being brought up. My family must bring up me till I become an adult (32).”, “ I have the right of being cared in my family. If they do not care me, I cannot be myself (51).”, every child wants to be protected in the family. The family protect the child from all of the harms. Because of this, the children without family live in the streets in danger. If they had families, they would be protected, too (49) .”, My most important right in the family is being loved. Being loved is the expectation of every child from their families (22).”, My right of thinking among the rights in the family is important. The members of the family make decisions together and practice them. I am in that family, too. If they do not ask my decision as I am young, I cannot be happy (73).”

3. 3. What are the children’s thoughts about the surrounding where they use their rights the most?

Table 4: The surrounding where the children use their rights the most

I can use my rights in	f
In my family	55
With my friends	33
At school	32

When we asked the students whether they use their rights as they wish, most of the students (f=86) said that they couldn’t use their rights as they wished. The other 34 students said that they could use their

rights. when the students were asked about the most comfortable (the most) surrounding they could use, they answered as frequently in family (f=55), frequently with friends (f=33), frequently at school (f=32). When the findings of the third sub-problem were examined, they said that they could use their rights in families the most. The rates of the ones who said that they could use their rights with friends and at school are very close to each other. This situation can be explained by the fact that the rules in the family ara sometimes more flexible wheras the sanctions of the rules in the school and friend surrounding are deterrent.

Some of the students gave answers as “I have rights. But I cannot use these rights comfortably in everywhere. There are rules. I am more comfortable in my family. Even if there are rules, I can express myself more comfortably (79).”, “ It is more comfortable to use my rights with my friends. Because they are at the same age. Even if the adults say you have right, they can bereave that right (113).”, I can use my rights at school more comfortably. Educating at school is my right. The school gives that right to me (50).”

3. 4. What are the rights that the children expect from the government?

Table 5: The rights that the children expect from the government

The rights that I expect from the government	f
My right of game park	37
My right of entertainment areas for children	32
My right of education	29
My right of income for my family	22

When we asked the students whether the govenment gives right to them, all of them said that the government gives right to them. When we asked the students which rights they expected from the government, they answered as frequently the right of game park(f=37), right of entertainment areas for children (f=32), frequently right of education (f=29), frequently right of income for their families (f=22). When the findings of the forth sub-problem were examined, it has been seen that all of the students said that the government gives right to them and they generally expected rights of game and entertainment. Furthermore, it has been seen that the students have consciousness about the right of education that the government is responsible for providing. Increase in family incomes is another right that the children expect from the government. The students think that the increase in the family income will affect their own rights in a positive way.

Some of the students gave answers as “The government should make game parks. There are buildings everywhere. If the government makes game park for children, they play more comfortably (41).”, “The entertainment areas were made according to the adults. The government should give rights to the children, too. We have the fewest stores in the big markets. Furthermore, there are small game parks. Why aren’t there any entertainment areas for children? I think the government should create areas where we can go comfortably and have fun (3).”, The government educates every child. The school is the right of every child. The government gives us the right of education. We couldn’t grow up if the government didn’t give that right (84).”, “ If the government gives good salary to my family, they grow up us in better conditions. Every child’s family need good salary. My mother says growing up a child is too difficult (62).”

3. 5. How did the children explain a right that was bereaved?

Table 6: The children’s explanations about a right that was bereaved?

My right that was bereaved	f
Entertainment	47
Game	31
Thinking	11
Getting dirty	9

When the students whether a right has been bereaved so far, 98 students in the study group responded as yes. The other 12 students said no and 10 students left the question without answer. When we asked the students which rights were bereaved, they answered as frequently right of entertainment (f=47), frequently right of game (f= 31), frequently right of thinking (f= 11), frequently right of getting dirty (f=9).

When the findings of the fifth sub-problem, most of the students said that their rights of entertainment and game were bereaved. According to the students’ answers it can be said that the students generally perceive their families’ inculcations, even their forcing about studying their lessons instead of entertainment and game as violation of rights. Besides this they said their right of thinking was beveared, too. It was come to the conclusion that the students were sometimes deprived of the right of expressing their thoughts in the surroundings of family, school and friend rather than the right of thinking. The students perceive getting dirty while playing as a right, too but they also say their this right is beveared by especially their families. When the findings are evaulated in general, it can be said that the activities such as game, entertainment that the children have fun the most in doing are generally limited by the families with various reasons.

Some of the students gave answers as “My right of entertainment is the one that is beveared the most. When I grow up, I won’t have time. I wish they let me and I had fun comfortably (8).”, “ My right of entertainment is beveared. Lessons are always reminded. I think a child’s right of game should never be beveared (28).”, “ My right of thinking is always beveared. The young’s thoughts should be asked, too. The adults decide everything (55).”, “ Getting dirty is always fault. They say in the advertisements that getting dirty is the right of every child. But I am scolded (21).”

3. 6. What are the children’s thoughts about their clearest rights?

Table 7: Their clearest rights according to the children

Every child has the right of	f
Entertainment	45
Game	26
Education	17
Living	13
Being free	9
Being protected	7
Getting dirty	3

Poster paper in A3 size in different colours were given to every student. The students were reminded of bringing coloured pencils in the previous lesson. The sentence "Every child has the right of" was written on the board. The students were asked firstly to write this sentence at the top of the poster paper and complete the sentence. Then they were asked to tell the right of the child that is in that sentence by drawing a picture. Furthermore they were asked to mention in their posters why they chose that right. The rights that the students drew in their posters were frequently entertainment (f=45), frequently game (26), frequently education (f=17), frequently living (f=13), frequently being free (f=9), frequently being protected (f=7), frequently getting dirty (f=3).

According to the findings of the sixth sub-problem, the students think that they have the rights of entertainment and game predominantly. The findings of the fifth sub-problem showed us that the students' rights of entertainment and game were beavored the most. In this context, it is possible to say that the students perceive the entertainment and game as a natural right of being a child.

3. 7. How did the children present the right of the child in the poster study?

Table 8: Evaluating the Children's Poster Studies

The Rights that the Students chose	The Appearance of the Poster	The Content of the Poster	Use of Material	Total Score
Entertainment	9	9	10	28
Game	8	8	11	27
Education	9	8	10	27
Living	8	8	11	27
Being free	8	7	11	26
Being protected	9	7	12	28
Getting dirty	7	9	10	26

The evaluation criterions of the poster are determined so:

≤ 10 – 10 → should be developed, ≤ 10 – 20 → enough, ≤ 20 – 30 → perfect

When the average scores that the children got from the posters they prepared for the rights they chose are examined according to table 8, it can be seen that all the students prepared posters in "perfect" degree that are between 20-30 scores. After the poster study, the students were asked "Why did you choose this right?" to find out the factors that are effective in determining the rights they chose.

The thoughts of some students are as following: "Every child has the right of entertainment. Because the children like having fun. When this right is given to the children, they become happier (18).", "Every child has the right of game. Because game is very enjoyable. Every child does his homework to play game. He waits for break after the lesson (34).", "Every child has the right of education. Don't the ones that don't let the girls go to school see that they are very unhappy? The girls should goto school and get a job. Noone can withhold the right of education (23).", "Every child has the right of living. The child is human and livingbeing. Every living being has the right of until he dies. Noone should be killed. Noone's right of living should be beavored. He should have the right of living until he dies naturally (45).", "Every child has the right of being free. Some children are kidnapped and worked. The children are not slaves. They are free (78).", "Every child has the

right of being protected. Their families protect the children. If the child does not have a family, day-care centers protect the children. Police and soldiers protect the children, too. (92).”, “ Every child has the right of getting dirty. They say every child has the right of getting dirty in the advertisements. However when my clothes get dirty, my mother gets angry with me. They should know this is my right when I get dirty (21).”

When the poster study is evaluated in general, it can be said that the students know what they want about the right they chose and they presented this very successfully and clearly as a poster. It is possible to say that the students expressed themselves better in comparison with the answers that they gave to the open-ended questions. Happiness as a basic theme is conspicuous in the students’ posters. Briefly the students drew the rights that make them happy in the posters. This means that having rights is a happy situation for the students. Right of entertainment, game and education head these rights by supporting the previous findings.

4. Discussion, Conclusion And Suggestions

When the results of the research are evaluated in general, it has been seen that the students’ perceptions about the rights of the child are intensified on game, entertainment and education. It has been identified that the students suppose the rights of the child in the frame of the human rights so they think if the adults have rights, the children should have rights, too. While all the students in the study group utter that the children have rights, it is possible to say that they have missing information about the content of their rights.

According to the results of the research it has been seen that the students use their rights mostly in family environment and the chance of using their rights in school and friend environment is more limited. The students also uttered that they have the right of being grown up, being cared, being protected and being loved. They demanded rights of game, entertainment, education and increasing the family income from the government and all the students in the study group uttered that the government gave rights to them. The students also said that every child had the right of entertainment, game, education, living, freedom, being protected and getting dirty and uttered that especially their rights of entertainment and game were beavered. It has been seen that the students presented their rights that make them happy successfully in their poster studies. The students drew the child that had that right as happy in their posters. It means that having rights is a happy situation for students. The students explained the reason of the right that they chose in their posters as entertainment, game and education that they accept as the basic right of being a child in a style that supports the previous findings.

The fact from the results of the research that the students’ perceptions about the rights of the child were intensified on game, entertainment and education show parallelism with its samples in literature. Ersoy (2011) revealed in his research that while the students talk more about the rights of game, entertainment and education, they talk less about their rights such as being respected, being treated equally, development of their interest and skills, expressing their thoughts and participating in the decisions about them. Besides this, it has been determined that the students’ perceptions about their rights, the resources that they learnt and the matters that they met differ according to the socio-economic level. According to this fact, the students know their right of basic living and development better than their right of being protected and participating.

It is also possible to say according to the results of the research that the students do not have enough information about the rights of the child. Ersoy (2012) studied on the education of the rights of the child at

home and school, too. The results of Ersoy's research put forth that the tutors and the teachers do not know the rights of the child decently, the children cannot learn and use their rights decently at home and school. Furthermore, it has been identified that the tutors and the teacher have problems that are derived from the economical, socio-cultural, political and educational levels in the education of the rights of the child. Being aware of the person's own rights, the desire of using and protecting these rights and reaching the consciousness why his rights should be protected can only actualize by the education he receives. Howe and Covell (1999) said that the education of the rights of the child is essential for developing attitude and behavior of respecting the rights in all individuals. In their studies about this subject, they concluded that the children that had the education of the rights of the child accept their friends that have different features more when it is compared to the students that didn't have the education of the rights of the child and they explain the rights that they should have more properly. They emphasized that the education of the rights of the child is essential for developing attitude and behavior of respecting the rights in all individuals. In his study that he searched the attitudes of the university students in Turkey about the rights of the child, Karaman (2006) concluded that the attitudes of the students that take course about the rights of the child are more positive than the attitudes of the students that do not take that course. These results reveal the importance of education in the people's learning their rights. For this reason a scheduled education should be done about the rights of the child at schools. The social studies course among the courses in the basic education is a course in which the education of the rights of the child can be held on in a planned and scheduled way because of its general purposes.

The rights are not only related to government and citizen relations. Because of this it is essential to think the citizenship again by including the children (Roche, 1999). Because the development of a democratic society that values the children, is respectful and sensitive about the rights of the child and is pioneer in using these rights can only be provided so. Today the children's perceptions about their rights will affect their perceptions of citizenship in the future. Primary education is a period when the children gain the competence of their basic citizenship and shape their personal values and attitudes. Because of this reason it should be provided that the children should be informed of their rights and they behave with the consciousness of being a citizen of the country that live in. As a result, firstly the children should be informed about their rights to use their rights. The children actually know that they have rights as it can be seen in the samples in the literature. But they have missing information about the content of their rights. They consider the rights of entertainment and the game as their primary right. They need to learn the content and expansion of their all rights strictly. Accordingly, the education of human rights should be emphasized from the first years of the basic education and the children should be informed about their rights by the activities that are prepared according to the age groups. Besides this, the families should be implicated absolutely in the process of education of the rights of the child by the studies of family participation and they should be informed. The education of the rights of the child can only be successful really with the cooperation of the school and family, support of the related institutions and educational programmes of the media.

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