

Original Research Article

## Content of Children's Rights Education for Kindergarten Children 5-6 Years Old Using the Project Teaching Method in Kindergarten

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**Abstract:** Children's rights education constitutes a significant component of the kindergarten curriculum. Educating young children about their rights not only fosters the terms of complicated regulations but also builds their emotional-social development, as well as self-care that supports kid's growth in a safe environment, confidence and self-awareness forming a responsible citizen in the future. Children should be introduced to fundamental rights, including the right to live, development, protection and participation at the age of 5–6. Active learning strategies like project-based learning and hands-on learning, which make it easier for kids to understand, remember, and apply knowledge in their everyday lives, are frequently used to give effective rights education. The article focuses on analyzing the contents of Children's Rights Education using Project-Based Learning, thereby designing educational activities to enhance the effectiveness of this practice.

**Keywords:** Children's Rights, Early Childhood Education, Preschool Children Aged 5-6 Years Old, Project-Based Learning Method.

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### I. INTRODUCTION

Children's rights education is a very important content for preschool children. This content aims to ensure that children develop comprehensively in terms of physical, mental, and social aspects. Children's rights education involves equipping children with knowledge about their basic rights and forming an attitude of respect for themselves and others. It trains children in self-protection skills and how to seek help when in danger. It creates an environment where children are listened to and can express their opinions on matters related to them.

The legal basis for children's rights education in preschools in Vietnam is established through international documents and the domestic legal system. The United Nations Convention on the Rights of the Child (1989), ratified by Vietnam in 1990, serves as the foundation for four basic groups of rights: the right to life, the right to development, the right to protection, and the right to participation. The 2016 Law on Children clearly stipulates the responsibility to ensure children's rights to education, comprehensive development, and participation, while requiring that educational content be appropriate to the psychological and physiological characteristics of children at each age, creating a basis for integrating children's rights education into the preschool curriculum. The 2019 Law on Education

reaffirms that preschool education is the first level in the national education system, aimed at forming the initial elements of personality, thereby reinforcing the requirement to implement content that helps children recognize themselves and their rights. Resolution 218/2025/QH15 on universalizing preschool education for children from 3 to 5 years old and Decree 277/2025/ND-CP, which details this resolution, have clearly defined the goals, standards, and conditions for ensuring the quality of preschool education, thereby creating a favorable legal framework for educational institutions to organize children's rights education activities in a systematic, appropriate, and effective manner.

However, in reality, in preschools today, children's rights education is a new issue and has not been truly given due attention. In particular, teachers are still confused about integrating content, designing activities, and using methods in teaching this content. Researching the content of children's rights education provides a basis to help teachers design corresponding educational activities and propose solutions to improve the effectiveness of these activities.

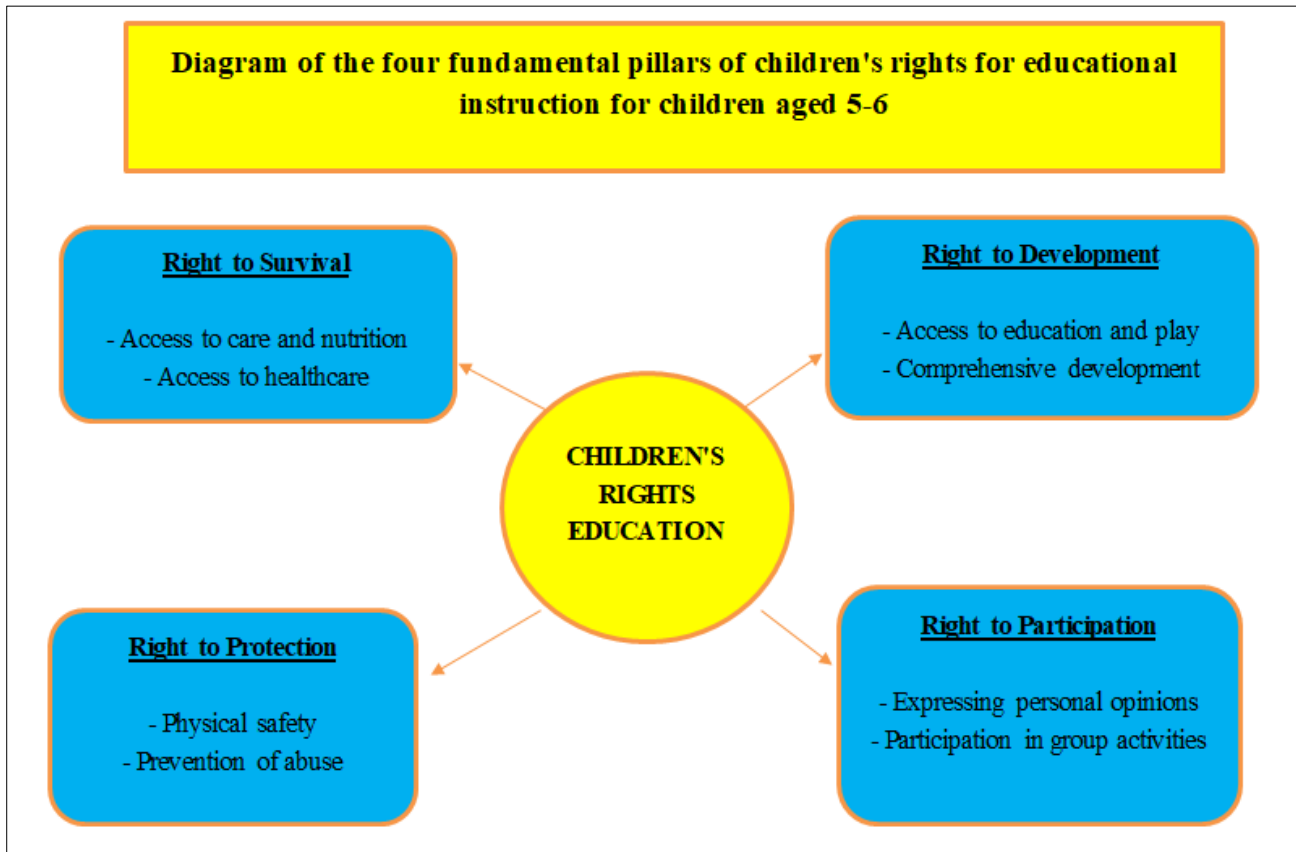
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## II. RESEARCH CONTENT

### 2.1. Children's Rights Education Content for 5–6-Year-Old Children

The contents of children's rights education are built based on the four basic groups of rights from the United Nations Convention on the Rights of the Child

(1989) and Official Dispatch 4828/BGDĐT-GDMN dated August 15, 2025, which includes the integration of human rights education. Children's rights selected for inclusion in preschool education in Vietnam must be reflected in recognized legal documents, namely the 2016 Law on Children. This includes the following 4 groups of rights:



The four groups of children's rights according to the diagram above are a comprehensive, far-reaching system of rights linked to every aspect of a child's life. Specifically:

- The right to survival is the first group of rights, including: the right to be born, to have a legal birth certificate, to receive primary healthcare, vaccinations, adequate nutrition, clean water, to live in a safe living environment, and to have minimum conditions to maintain life. The right to life requires that the family and the state ensure that children are not abandoned, do not die of hunger, or die of illness due to a lack of medical services or essential living conditions.
- The right to development includes the right to education, play, entertainment, access to information, mental care, moral education, and the development of the child's personal abilities. This content specifically means that children are taught a curriculum appropriate to their age, participate in physical and artistic activities, are encouraged to explore and be creative, and are maximally supported to develop their potential.
- The right to protection aims to protect children from all forms of danger such as domestic violence, sexual abuse, child trafficking, labor exploitation, discrimination, neglect, or any behavior that causes physical and mental harm to children. The right to protection requires legal mechanisms, social services, intervention procedures, and importantly, the coordination of family – school – community to ensure that children are always in a safe environment. Finally, there is the right to participation, which affirms that children are subjects with a voice, with the right to express their opinions, aspirations, and feelings on issues related to their lives such as learning, playing, family, or school activities; and those opinions must be listened to, respected, and considered in an age-appropriate manner.
- The right to participation helps children form self-confidence, communication skills, a sense of responsibility, and respect for the rights of others. These four groups of rights complement and are closely linked to each other, creating an

environment for children to live safely, develop comprehensively, be protected, and be recognized as a valuable factor in society.

Based on the four groups of rights above, teachers can design activities to educate children on specific rights. For example:

**Table 1: Children's rights education plan for 5–6-year-old preschoolers**

Group of rights	Topic/lesson name	Main content	Suggested activities
<b>Right to survival</b>	What do children need to grow up healthy?	Children know the basic needs: eating, drinking clean water, sleeping, health care	Talk, look at pictures, classify good – bad foods
	Take care of the child's health	Recognize how to maintain personal hygiene and prevent illness	Practice proper handwashing, role-play going to the doctor
	The child's living environment is safe	Identify safe and dangerous living environments	Observe pictures, play the "right – wrong" game
	The child is vaccinated and receives medical check-ups	Understand the benefits of vaccination, not being afraid of getting vaccinated	Tell stories, role-play as doctor – patient
<b>Right to development</b>	Little one enjoys learning every day	Children understand the right to education, learning is a joy	Sing, telling stories about school
	Little one is creatively talented	Develop creativity through art	Drawing, sculpting clay, doing crafts
	Playing joyfully with friends	Children can play, interact, and cooperate	Group games, outdoor activities
	Exploring the world around me	Encourage curiosity and exploration of the environment	Simple experiments, field trips
<b>Right to protection</b>	Say “no” to danger	Spotting dangerous situations	Picture Talk, scenario discussion
	Your body belongs to you	Education regarding swimsuit areas and prevention of unsafe touch	Circle time, role-play scenarios
	Do not go with strangers	Personal safety skills	Situational games, storytelling
	Love and non-violence	Spotting appropriate and inappropriate social behaviors	Discussion, role-play
<b>Right to participation</b>	Speak your mind	Children finding their voice to express thoughts	Small group discussion, share thoughts
	Choose your favorite games	Children exercising the power of choice	Allow children to choose their learning centers
	Decide together	Learning to engage in teamwork	Simple group vote (show of hands)
	Listen and share	Practicing communication skills and respect for others	Role-play games, storytelling

**2.2. Children's Rights Education Using Project-Based Learning**

**2.2.1. Nature of Children's Rights Education Using Project-Based Learning**

Project-based learning is a student-centered teaching method where teachers organize for children to participate in a learning project linked to practical situations and problems. Through the process of defining goals, planning, implementing, and presenting project results, children are actively involved in exploring knowledge, practicing skills, and forming positive attitudes. In this method, the teacher acts as a guide, facilitator, and supporter, while the child is an active subject of the learning activity. Project-based learning contributes to promoting proactiveness, creativity, cooperation skills, and the application of knowledge to reality, thereby improving educational effectiveness.

Children's rights education using project-based learning is the process of organizing for children to participate in learning projects designed appropriately for their age, where the content of children's basic rights is integrated through situations and activities linked to the children's daily lives. Under the teacher's guidance, children experience activities such as researching, discussing, role-playing, practicing, and creating project products, thereby helping them recognize, understand, and begin to exercise their rights. This method contributes to promoting proactiveness, initiative, cooperation skills, and forming an attitude of respect for children's rights, while simultaneously enhancing the effectiveness of children's rights education in preschools.

### **2.2.2. Process of Children's Rights Education Using Project-Based Learning**

#### **Phase 1: Opening the Project (What We Know?)**

- Choose a topic: Teachers and children exchange ideas about issues that children are interested in, things they want to share. From the natural opinions of children about their desires, emotions, and personal needs, teachers identify content related to Children's Rights. Based on this, determine a project topic suitable for the children.
- Define objectives and requirements: Based on the actual abilities of the children and the goals of the Early Childhood Education program, teachers develop project objectives to help children understand some basic rights of children. Help children confidently express their opinions in various situations. Help children learn to listen and respect the opinions of others.
- Design space and environment: The environment for children's activities includes the physical environment (pictures, situational videos, emotion boxes, etc.) and the psychological environment (friendly, positive spaces, etc.).
- Design activities: Design lesson plans and organizational plans. Develop ideas for each activity.

#### **Phase 2: Project Implementation (Our Learning)**

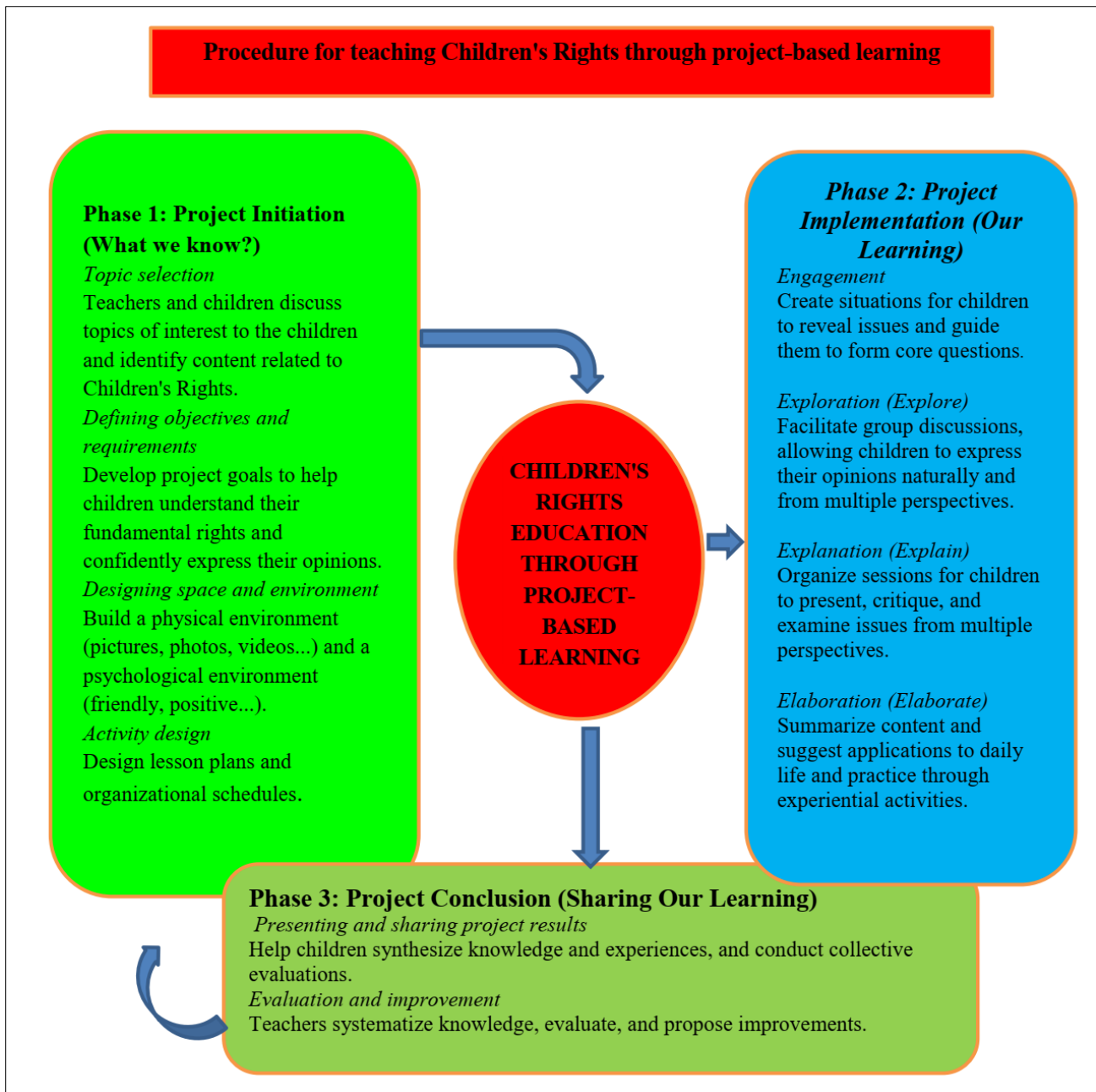
- Engagement: Teachers create situations for children to express issues, then guide them to recognize and articulate their opinions, thereby forming the central question of the project. This introductory part is the content that needs to be consistently maintained throughout the implementation process to attract, inspire, and stimulate the thinking and reasoning of children.

- Explore: Teachers organize small group discussions for children on the situation/topic within a specific timeframe. Teachers observe. Children will actively express their opinions, desires, and thoughts. Through this activity, children naturally and multidimensionally reveal their thoughts and understanding during each group's presentation.
- Explain: Teachers organize opportunities for children to present their opinions, provide further prompts for children and their peers in other groups to engage in debates, consider, and view issues from multiple perspectives. From there, teachers analyze and clarify the issues for children to understand.
- Elaborate: Teachers summarize the situations in the project and provide suggestions for children to remember and know how to apply them in daily life. Children practice further through activities such as traditional games, creative storytelling, role-playing communication, sharing emotions, symbolic representation, and discussing issues. Teachers encourage children to apply communication skills and express opinions in newly arising situations.

#### **Phase 3: Project Closure (Sharing Our Learning)**

This phase is the final stage of a project when children have experienced, discussed, and expressed their opinions through the activity steps. The teacher will systematize the knowledge in the project to provide evaluations appropriate to the children's abilities and the objectives to be achieved. Additionally, the teacher will rely on the results obtained from the children to propose measures, adjustments, and improvements to teaching methods to achieve higher effectiveness for future projects.

The stages of educating children's rights through project-based learning are illustrated in the following diagram:



### III. CONCLUSION

Children's rights education for kindergarten children aged 5–6 is an essential component of early childhood education, contributing significantly to the holistic development of children in terms of cognition, emotions, attitudes, and behavior. Educating children about their rights from an early age not only helps them recognize their own value and dignity, but also equips them with fundamental self-protection skills, communication abilities, and respect for others within social relationships. This educational process lays an important foundation for the formation of responsible, confident, and compassionate future citizens.

The study confirms that the four fundamental groups of children's rights — the right to survival, the right to development, the right to protection, and the right

to participation — should be systematically integrated into educational activities in kindergarten. These rights need to be translated into concrete, child-centered learning experiences that are closely connected to children's daily lives and developmental characteristics. Therefore, the educational content should ensure appropriateness, practicality, and pedagogical relevance for children aged 5–6.

In particular, the project teaching method demonstrates considerable effectiveness in organizing children's rights education in kindergarten settings. Through experiential, collaborative, and inquiry-based activities, children are encouraged to actively participate, express their opinions, solve problems, and apply their understanding in real-life situations. Project-based learning not only enhances children's awareness of their

rights but also promotes social interaction, autonomy, creativity, and positive behavioral habits.

Thus, integrating children's rights education with the project teaching method represents an appropriate and innovative pedagogical approach in the context of current educational reform. This approach contributes to building a democratic, safe, and child-friendly educational environment where every child is respected, listened to, and provided with opportunities for comprehensive development.

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