

A Children's Rights Inquiry



A Resource for Grade 5 and 6 Social Studies

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A framework for Inquiry

Significant Content: A focus on important knowledge and concepts derived from standards. Students should find the content to be significant in terms of their own lives and interests.

A need to Know: Activate learner curiosity. Engage student interest and initiate questioning with an entry event: this could be a story, a video clip, a photograph...

A Driving Question: A question that captures the heart of the inquiry in clear, compelling language, giving students a sense of purpose and challenge.

Authentic Purpose: Establishing an authentic purpose for the tasks we invite our learners to explore, enriches learning opportunities.

Revision and reflection: Learners go through a process of seeking feedback from their peers to think in-depth about their inquiry. Students learn that revision and reflection are frequent features of real-world work.



Voice and Choice: Guided by the teacher, learners have voice and choice in terms of design, what resources they will use and how they structure their time.

Core Competencies: Collaboration, communication, creativity, critical thinking, problem solving and social responsibility.

BIG IDEAS

Canada's policies for and treatment of minority peoples have negative and positive legacies.

Natural resources continue to shape the economy and identity of different regions of Canada.

Immigration and multiculturalism continue to shape Canadian society and identity.

Canadian institutions and government reflect the challenge of our regional diversity.

Learning Standards

Curricular Competencies

Students are expected to be able to do the following:

- **Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions**
- **Develop a plan of action to address a selected problem or issue**
- **Construct arguments defending the significance of individuals/groups, places, events, or developments (significance)**
- Ask questions, corroborate inferences, and draw conclusions about the content and origins of a variety of sources, including mass media (evidence)
- **Sequence objects, images, or events, and recognize the positive and negative aspects of continuities and changes in the past and present (continuity and change)**
- Differentiate between intended and unintended consequences of events, decisions, or developments, and speculate about alternative outcomes (cause and consequence)
- **Take stakeholders' perspectives on issues, developments, or events by making inferences about their beliefs, values, and motivations (perspective)**
- **Make ethical judgments about events, decisions, or actions that consider the conditions of a particular time and place, and assess appropriate ways to respond (ethical judgment)**

Content

Students are expected to know the following:

- the development and evolution of Canadian identity over time
- **the changing nature of Canadian immigration over time**
- **past discriminatory government policies and actions, such as the Chinese Head Tax, the Komagata Maru incident, residential schools, and internments**
- **human rights and responses to discrimination in Canadian society**
- **levels of government (First Peoples, federal, provincial, and municipal), their main functions, and sources of funding**
- **participation and representation in Canada's system of government**
- **resources and economic development in different regions of Canada**
- **First Peoples land ownership and use**

BIG IDEAS

Economic self-interest can be a significant cause of conflict among peoples and governments.

Complex global problems require international co-operation to make difficult choices for the future.

Systems of government vary in their respect for human rights and freedoms.

Media sources can both positively and negatively affect our understanding of important events and issues.

Learning Standards

Curricular Competencies

Students are expected to be able to do the following:

- Use **Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions**
- **Develop a plan of action to address a selected problem or issue**
- Construct arguments defending the significance of individuals/groups, places, events, or developments (significance)
- **Ask questions, corroborate inferences, and draw conclusions about the content and origins of a variety of sources, including mass media (evidence)**
- Sequence objects, images, or events, and recognize the positive and negative aspects of continuities and changes in the past and present (continuity and change)
- **Differentiate between short- and long-term causes, and intended and unintended consequences, of events, decisions, or developments (cause and consequence)**
- Take stakeholders' perspectives on issues, developments, or events by making inferences about their beliefs, values, and motivations (perspective)
- **Make ethical judgments about events, decisions, or actions that consider the conditions of a particular time and place, and assess appropriate ways to respond (ethical judgment)**

Content

Students are expected to know the following:

- the **urbanization and migration of people**
- **global poverty and inequality issues, including class structure and gender**
- **roles of individuals, governmental organizations, and NGOs, including groups representing indigenous peoples**
- **different systems of government**
- **economic policies and resource management, including effects on indigenous peoples**
- **globalization and economic interdependence**
- **international co-operation and responses to global issues**
- **regional and international conflict**
- **media technologies and coverage of current events**

BIG IDEAS

Language and **text** can be a source of creativity and joy.

Exploring **stories** and other **texts** helps us understand ourselves and make connections to others and to the world.

Texts can be understood from different perspectives.

Using language in creative and playful ways helps us understand how language works.

Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens.

Learning Standards

Curricular Competencies	Content
<p><i>Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:</i></p> <p>Comprehend and connect (reading, listening, viewing)</p> <ul style="list-style-type: none"> • Access information and ideas from a variety of sources and from prior knowledge to build understanding • Use a variety of comprehension strategies before, during, and after reading, listening, or viewing to guide inquiry and deepen understanding of text • Synthesize ideas from a variety of sources to build understanding • Consider different purposes, audiences, and perspectives in exploring texts • Apply a variety of thinking skills to gain meaning from texts • Identify how differences in context, perspectives, and voice influence meaning in texts • Explain the role of language in personal, social, and cultural identity • Use personal experience and knowledge to connect to text and develop understanding of self, community, and world • Respond to text in personal and creative ways • Recognize how literary elements, techniques, and devices enhance meaning in texts • Show an increasing understanding of the role of organization in meaning • Demonstrate awareness of the oral tradition in First Peoples cultures and the purposes of First Peoples texts • Identify how story in First Peoples cultures connects people to land 	<p><i>Students are expected to know the following:</i></p> <p>Story/text</p> <ul style="list-style-type: none"> • forms, functions, and genres of text • text features • literary elements • literary devices • perspective/point of view <p>Strategies and processes</p> <ul style="list-style-type: none"> • reading strategies • oral language strategies • metacognitive strategies • writing processes <p>Language features, structures, and conventions</p> <ul style="list-style-type: none"> • features of oral language • paragraphing • sentence structure and grammar • conventions

BIG IDEAS

Exploring **stories** and other **texts** helps us understand ourselves and make connections to others and to the world.

Language and **text** can be a source of creativity and joy.

Exploring and sharing multiple perspectives extends our thinking.

Developing our understanding of how language works allows us to use it purposefully.

Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens.

Learning Standards

Curricular Competencies

Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:

- Access information and ideas for diverse purposes and from a variety of sources and evaluate their **relevance, accuracy, and reliability**
- Apply appropriate strategies to comprehend written, oral, and visual texts, guide inquiry, and extend thinking
- Synthesize ideas from a variety of sources to build understanding
- Recognize and appreciate how different features, forms, and genres of texts reflect various purposes, audiences, and messages
- Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts
- Recognize and identify the role of personal, social, and cultural contexts, values, and perspectives in texts
- Recognize how language constructs personal, social, and cultural identity
- Construct meaningful personal connections between self, text, and world
- Respond to text in personal, creative, and critical ways
- Understand how literary elements, techniques, and devices enhance and shape meaning
- Recognize an increasing range of text structures and how they contribute to meaning
- Recognize and appreciate the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view

Content

Students are expected to know the following:

Story/text

- forms, functions, and genres of text
- text features
- literary elements
- literary devices
- techniques of persuasion

Strategies and processes

- reading strategies
- oral language strategies
- metacognitive strategies
- writing processes

Language features, structures, and conventions

- features of oral language
- paragraphing
- language varieties
- sentence structure and grammar
- conventions
- presentation techniques



CRITICAL THINKING CORE COMPETENCY

Critical thinking involves making judgements based on reasoning: students consider options; analyze these using specific criteria; and draw conclusions and make judgements. Critical thinking competency encompasses a set of abilities that students use to examine their own thinking, and that of others, about information that they receive through observation, experience, and various forms of communication.

1. Analyze and critique

Sample "I" Statements

- I can show if I like something or not.
- I can identify criteria that I can use to analyze evidence.
- I can analyze evidence from different perspectives.
- I can reflect on and evaluate my thinking, products, and actions.
- I can analyze my own assumptions and beliefs and consider views that do not fit with them.

2. Question and investigate

Sample "I" Statements

- I can explore materials and actions.
- I can ask open-ended questions and gather information.
- I can consider more than one way to proceed in an investigation.
- I can evaluate the credibility of sources of information.
- I can tell the difference between facts and interpretations, opinions, or judgements.

3. Developing ideas

Sample "I" Statements

- I can experiment with different ways of doing things.
- I can develop criteria for evaluating design options.
- I can monitor my progress and adjust my actions to make sure I achieve what I want.
- I can make choices that will help me create my intended impact on an audience or situation.

**The profiles emphasize the concept of growing and expanding.
They are progressive and additive.**



SOCIAL RESPONSIBILITY CORE COMPETENCY

Social responsibility involves the ability and disposition to consider the interdependence of people with each other and the natural environment; to contribute positively to one's family, community, society, and the environment; to resolve problems peacefully; to empathize with others and appreciate their perspectives; and to create and maintain healthy relationships.

1. Contributing to community and caring for the environment

Sample "I" Statements

- With some support, I can be part of a group.
- I can participate in classroom and group activities to improve the classroom, school community, or natural world.
- I contribute to group activities that make my classroom, school, community, or natural world a better place.
- I can identify how my actions and the actions of others affect my community and the natural environment and can work to make positive change.
- I can analyze complex social or environmental issues from multiple perspectives. I can take thoughtful actions to influence positive, sustainable change.

2. Solving problems in peaceful ways

Sample "I" Statements

- I can solve some problems myself and can identify when to ask for help.
- I can identify problems and compare potential problem-solving strategies.
- I can clarify problems, consider alternatives, and evaluate strategies.
- I can clarify problems or issues, generate multiple strategies, weigh consequences, compromise to meet the needs of others, and evaluate actions

3. Valuing diversity

Sample "I" Statements

- With some direction, I can demonstrate respectful and inclusive behaviour.
- I can explain when something is unfair.
- I can advocate for others.
- I take action to support diversity and defend human rights, and can identify how diversity is beneficial for my community, including online.

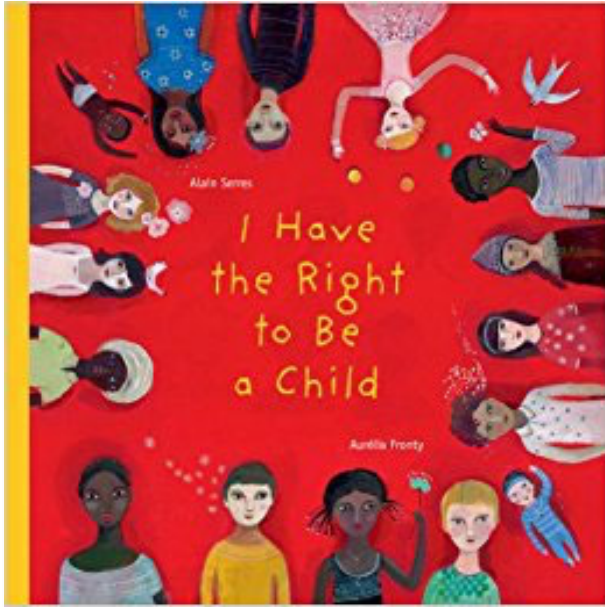
4. Building relationships

Sample "I" Statements

- With some support, I can be part of a group.
- I am kind to others, can work or play co-operatively, and can build relationships with people of my choosing.
- I can identify when others need support and provide it.
- I am aware of how others may feel and take steps to help them feel included.
- I build and sustain positive relationships with diverse people, including people from different generation.

**The profiles emphasize the concept of growing and expanding.
They are progressive and additive.**

Exploring Children's Rights through Story



With a very simple text accompanied by rich, vibrant illustrations a young narrator describes what it means to be a child with rights -- from the right to food, water and shelter; to the right to go to school, to be free from violence, to breathe clean air, and more. The book emphasizes that these rights belong to every child on the planet, whether they are "black or white, small or big, rich or poor, born here or somewhere else." It also makes evident that knowing and talking about these rights are the first steps toward making sure that they are respected.

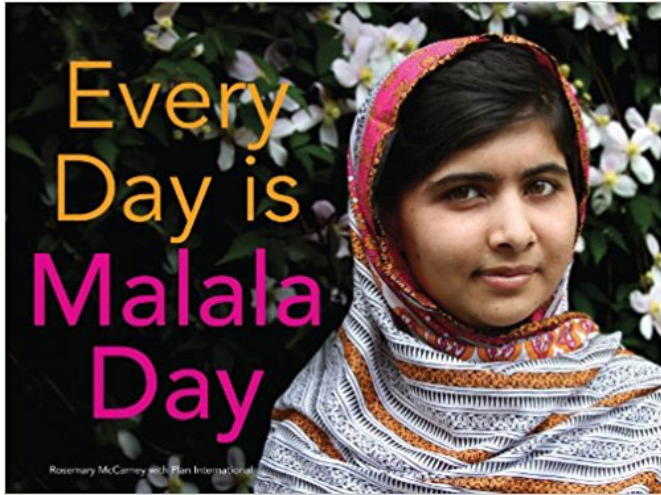
What would you do to get to school?

Minimal text and stunning photographs from around the world describe the remarkable, and often dangerous, journeys children make every day on their way to and from school. No simple school bus picks them up each day, but rather children travel through disaster zones, cross rapids, climb mountains, and maneuver on zip-lines daily to get to the classroom. Some of them even carry their desks!

In this beautiful picture book for young readers, every image speaks to the desire for an education and the physical commitment the children make each day as they journey to school.

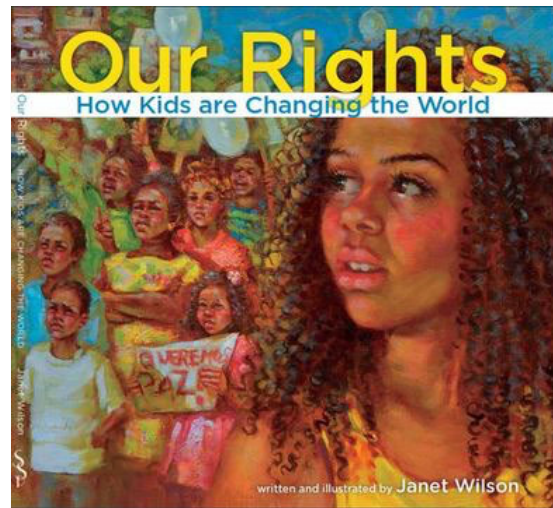


Exploring Children's Rights through Story

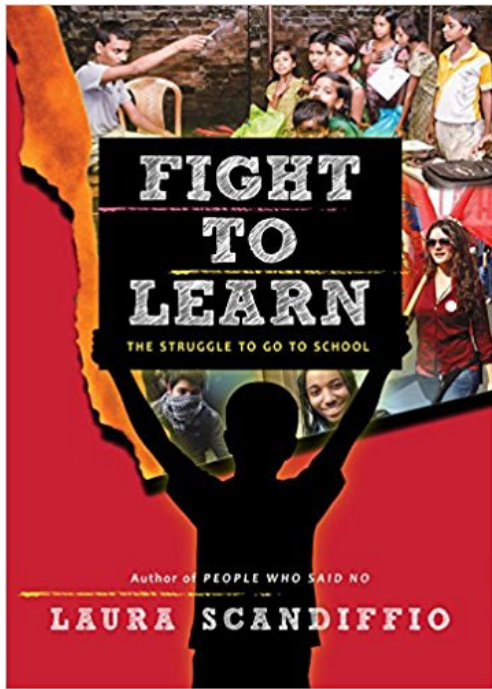


This is a letter of sisterhood to Malala Yousafzai, written from the perspective of girls around the world who share her belief that every girl has the right to go to school, and who represent the many barriers a girl can face when trying to get an education. After being shot by the Taliban for the simple act of going to school in her native Pakistan, Malala has become an international girls' rights crusader and the youngest person ever to win the Nobel Peace Prize. Girls the world over recognize her as a leader, a champion, and a friend.

A girl who spoke out against her government for the rights of aboriginal children, a boy who walked across his country to raise awareness of homelessness, and a former child soldier who wants to make music not war. Here are true stories of kids just like you who are standing up for their rights. Read about how they have made a difference. Dylan Mahalingam from the USA started an online charity to raise money to fight child poverty. The bravery of Nujood Ali Mohammed from Yemen inspired other girls who were being forced to marry too young. Anita Khushwaha from India became a beekeeper to pay for school, even though it was considered a job only men could do. All of them are making a difference for children's rights.

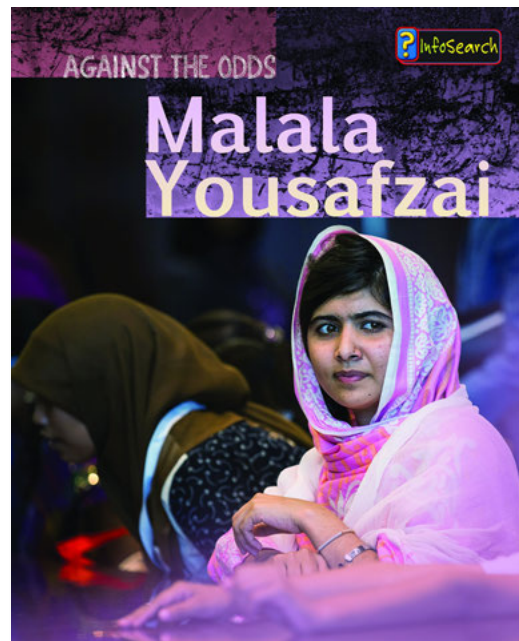


Exploring Children's Rights through Story

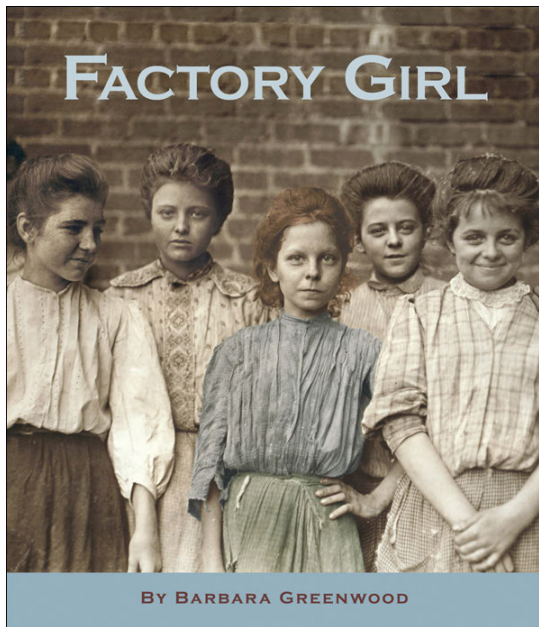


In many countries around the world, universal access to education is a seemingly unattainable dream; however, determined individuals with vision and drive have made this dream come true for many. This book highlights people such as Okello, a former child soldier in Uganda, who founded a school for children like himself whose education was derailed by war; Julia Bolton Holloway who realized that the only effective way to educate Roma children was to teach literacy to their parents at the same time; and Canadian Shannen Koostachin, a passionate 13-year-old whose fight for the right of First Nations children to have proper schools endures even after her untimely death.

This book tells the story of Malala Yousafzai, who has campaigned for education for all children across the world despite being shot by the Taliban for her belief that everyone, including girls, has the right to education.



Exploring Children's Rights through Story



At the dingy, overcrowded Acme Garment Factory, Emily Watson stands for eleven hours a day clipping threads from blouses. Every time the boss passes, he shouts at her to snip faster. But if Emily snips too fast, she could ruin the garment and be docked pay. If she works too slowly, she will be fired. She desperately needs this job. Without the four dollars a week it brings, her family will starve. When a reporter arrives, determined to expose the terrible conditions in the factory, Emily finds herself caught between the desperate immigrant girls with whom she works and the hope of change. Then tragedy strikes, and Emily must decide where her loyalties lie.

In Time to Play, readers will meet children from around the world and find out what games they like to play. From board games to sports, some games are played in only one culture, while others, such as soccer, are loved in countries and cultures worldwide. Many families cannot afford to buy toys, but that doesn't keep inventive youngsters from making their own toy cars, dolls, bikes, and even soccer balls from trash!



Exploring Children's Rights through Video



What Rights Do Kids Have? (1:12)

<http://bit.ly/2t20WIb>

Malala Yousafzai speaks about Trudeau and leadership (2:38) funny

<http://bit.ly/2so5VRw>



For Every Child UNICEF, 2010 (4:24)

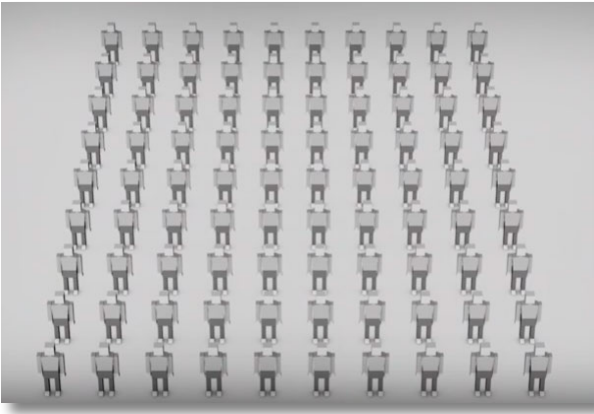
<http://bit.ly/2snvX7L>

Kid President's How to Change the World (a work in progress) 3:43

<http://bit.ly/18Cakpr>



Exploring Children's Rights through Video



If the World Were 100 People (2:27)

<http://bit.ly/1YTN8Zq>

On The Way to School - trailer (1:26)

<http://bit.ly/1yAorpX>



*What would you do to get to school? **On the Way to School** is the story of: Jackson, 11, who lives in Kenya and twice a day he and his younger sister walk 10 miles through a savannah populated by wild animals; Carlito, 11, rides more than 11 miles twice a day with his younger sister, across the plains of Argentina, regardless of the weather; Zahira, 12, lives in the Moroccan Atlas Mountains and takes an exhausting walk on foot along punishing mountain paths awaits her before she and her two girlfriends can reach their boarding school; Samuel, 13, lives in India and the 2.5 miles he has to travel each day are an ordeal, as he doesn't have the use of his legs so his two younger brothers have to push him all the way to school in a makeshift wheelchair.*

TEACHING FOR CHILDREN'S RIGHTS

RIGHTS, WANTS & NEEDS



CARD AND ACTIVITY KIT



unicef.ca



unicef 
canada

Produced by the UNICEF Canada
Global Classroom team for use in
your school

globalclassroom@unicef.ca

For: Classrooms and Youth Groups

Rights, Wants & Needs



This resource kit consists of a set of 20 **cards** and associated **educational activities** to teach and learn about children's rights.

Why should children learn about their rights?

Every society expects that its children will grow up to be capable and responsible citizens who contribute to the well-being of their communities. In fact, the goal of public education in Canada reflects this basic aspiration.

Yet in Canada and around the world, many children are denied the rights that would enable them to survive and develop to their potential. Children cope daily with violence and abuse. Some work long hours at jobs that are damaging to their health and education. Too many are denied access to school, and suffer preventable diseases and malnutrition. Environmental damage takes the largest toll on children; discrimination denies many their basic rights. The denial of basic rights is not only the cause of personal suffering; it also sows the seeds of political and social unrest. Rights issues touch everyone, everywhere.

All human beings, no matter their age, where they live, their culture or socioeconomic status, have similar basic needs: nutritious food, health care, shelter, education, protection from harm,...every person has the *right* to have these needs fulfilled. The 1989 UN Convention on the Rights of the Child affirms these rights for children. The Convention has been ratified by almost every country, including Canada and its provinces.

Children's rights education is an important part of global education and citizenship education, entrenched in curricula for civics, citizenship, life skill development and social studies across Canada.

As global citizens with universal rights, children and young people must learn to exercise their rights responsibly as part of the duties of citizenship. States Parties to the Convention on the Rights of the Child have the responsibility to ensure that children's rights are fulfilled.

In the curriculum

Children's rights education is articulated in specific curriculum units in all Canadian provinces including:

- Heritage and Citizenship (relationships, rules and responsibilities)
- Canada and World Connections (features of communities around the world)
- Healthy Living (nutrition, personal safety and injury prevention)

In these activities students explore the idea that people's basic needs are considered rights, and see the link between rights and responsibilities:

- demonstrate an understanding of basic personal and family needs and learn how basic needs are met (Canada and World Connections)
- demonstrate an understanding of the need for rights and responsibilities, e.g., need for protection and respect (Heritage and Citizenship)
- identify the physical, interpersonal and emotional needs of healthy human beings (Healthy Living)

How to use this kit

Use the **cards** and **activities** to introduce students to human rights and citizenship concepts.

- Begin by explaining to students that "rights" are things every child should be able to have or to do, in order to survive and grow to reach their full potential.
- Engage students in the activities appropriate to them as part of a lesson or curriculum unit. For older students, consider using the articles in the Convention summary in this kit, instead of the rights cards.
- Extension activities and curriculum links for children's rights can be accessed in the UNICEF Canada Global Classroom at globalclassroom.unicef.ca/en/resources/.

Teaching-learning activities

Activity 1 THE RIGHT TO WHAT?

1. The teacher introduces the concept of children's rights, and the class brainstorms a list of rights they think children should have.
2. The class compares their list with the cards, and adds any new ideas to their list.
3. The class compares their list with the summary of the UN Convention on the Rights of the Child, found on page 12 in this kit.

Activity 2 RIGHTS, WANTS OR NEEDS?

1. In pairs, students sort a set of 20 cards into the following categories:
 - MOST IMPORTANT
 - IMPORTANT
 - LEAST IMPORTANT
2. Each pair joins another, and the group decides which are the 6 most important cards.
3. Groups share their list of most important cards with the class.
4. The class discusses:
 - Was it difficult to select some items over others?
 - How did you decide which items were most important?
 - What is the difference between "wants" and "needs"?
 - Why would some "needs" be protected as rights?
 - Do all children have these rights met?
 - What other rights do you think children should have?
 - What can be done to ensure children everywhere have all their rights met?

Activity 3 JOURNEY TO A NEW PLANET

1. The teacher explains that the class has been chosen to live on a new planet. Since they will set up a new society there, Mission Control wants them to have all the things they need in order to live and grow. Mission Control has given them 20 things to take with them, one per card. Each pair of students receives a set of cards and the class reviews the cards together.

2. The teacher explains that each pair can bring 4 additional items of their choice. Each pair draws and labels these items onto 4 blank cards.
3. The teacher announces that Mission Control has just sent a message: because space is limited on the spaceship to the new planet, each pair can now take only 15 of the 24 items. Each pair decides on the 9 items to eliminate and sets these cards aside.
4. Mission Control announces that there is still less space available, and each pair may take only 10 items. Each pair eliminates 5 more items, leaving the 10 they think are most essential.
5. Each pair joins another and they compare the cards they've chosen. Each group negotiates a set of 10 they all agree on.
6. The class discusses:
 - Which items were most commonly eliminated? Why?
 - Why was the second round of eliminations more difficult?
 - What is the difference between "wants" and "needs"?
 - Are wants and needs different for different people?
 - Why don't all children in the world have what they need?

Activity 4 RIGHTS TO CHANCE

With multiple sets of cards, students can play a variety of games:

A Roll of the Dice: Each pair or small group of students receives a set of cards and a die. They roll the die and eliminate the corresponding number of cards from the set – keeping those cards they decide are the most important to their well-being. The class discusses:

- Which cards they decided to keep.
- How they made their decisions.
- What, if anything, was difficult about the decision-making process.
- Do all children in their community have their needs, wants and rights met equally? Do all children globally?
- What accounts for the differences? Is it fair?
- What can be done about this? What can the students do?

Pelmanism: Each small group of students has two sets of cards, spread out face down. Each student in the

group takes a turn to select two cards; if the cards are the same, they keep them. If the cards do not match, they are laid down again. Students try to remember where the cards are so they can eventually make a match. As a student makes a matched pair, s/he says whether the pair is a WANT or a NEED. The group can debate each declaration.

Rummy: Two sets of cards are shuffled, and a group of 2 to 4 students are dealt 4 or 5 cards each. In turns, they take a card from the pile or remaining cards and keep it (and discard another in their hand) or discard it. Students try to collect pairs of cards which they lay down in front of them, saying whether the pair of cards depicts a WANT or a NEED. The first student to get rid of all of their cards wins.

Activity 5 RIGHTS AND RESPONSIBILITIES

1. Complete Activity 1 or 2. Keep the cards that have been designated as "rights" rather than as "wants" for use in this activity.
2. Explain that with rights come certain responsibilities.

Example: The right to "opportunities to share opinions" corresponds to a responsibility to "express opinions in ways that do not harm another's rights."
3. In pairs or small groups, students write and illustrate on a blank card a responsibility they think goes with each right card.
4. Pairs or groups exchange rights and responsibilities cards. Each group tries to find a match between each

Activity 7 RIGHTS AND NEEDS IN SNAPSHOTS

1. Each pair or small group of students receives a copy of the set of 4 photos in this kit (**Rights and Needs in Snapshots**) and a set of cards. Alternatively, each group can work with one of the photos. For each photo, the students list the rights, wants or needs from the cards that appear to be denied the child/ren in the photo, and those that appear to be protected: Photo: _____

DENIED	PROTECTED

2. The class compares their charts.
3. For each right/need that appears to be denied in a selected photo, the class brainstorms a response that could protect that right by the government, other groups, and the students themselves:

RIGHT/NEED	GOVERNMENT	OTHER GROUPS	US

right card and a responsibility card. Alternatively, the teacher collects rights cards and responsibilities cards, and gives one right or responsibility card to each student. Students move around the room, forming pairs to match a right to a corresponding responsibility.

5. The class discusses the responsibilities of both rights-bearers (children) and duty-bearers (the government, which has ratified and agreed to the Convention on the Rights of the Child; others?).

Activity 6 LINKING RIGHTS

1. Students collect and share stories about children from magazines, videos, comic strips, books, oral tales and songs. Alternatively, the teacher or students may write 3 to 5 short fictional or actual scenarios, or use the **Children From Around the World Cards** provided in this kit.
2. As each story is told, read or viewed, students individually, in groups or as a class select the card(s) they think is being denied in the story.
3. Students sort the card(s) they selected into two categories: WANTS and NEEDS.
4. Students discuss:
 - What is the difference between "wants" and "needs"?
 - Why would some "needs" be protected as rights?
 - Why was this right(s) denied the child/children in the story?
 - What can be done to better protect this right(s)?

Rights, Wants & Needs cards

Each of the 20 cards can be classified in one of two categories:

NEEDS (protected as RIGHTS in the Convention on the Rights of the Child, indicated by the corresponding article number in the chart below)

WANTS (not protected as rights since they *generally* are not necessary for a child's survival, growth and development)*

NEEDS/RIGHTS

Decent shelter (article 27)
Nutritious food (article 24)
Protection from abuse and neglect (article 19)
Education (articles 28, 29)
Health care (article 24)
Fair treatment and non-discrimination (article 2)
Clean air (article 24)
Opportunities to share opinions (article 12)
Playgrounds and recreation (article 30)
Clean water (article 24)
Opportunities to practise your own culture, language and religion (article 31)

WANTS

Clothes in the latest style
A bicycle
Holiday trips
Your own bedroom
A personal computer
A television set
A personal stereo
Money to spend as you like
Fast food

* Some items classified as "wants" may be needs in certain circumstances. For example, access to television or a computer may be an important source of information gathering or sharing conducive to the protection of rights to healthy development and protection from violence and abuse.



Health care



A bicycle



RIGHTS, WANTS & NEEDS CARDS



Decent shelter



Clothes in the latest style



Holiday trips



Nutritious food



Protection from abuse and neglect



Education



RIGHTS, WANTS & NEEDS CARDS



Clean air



A personal stereo



Fast food



Playgrounds and recreation



A television set



Opportunities to practise your own culture, language and religion



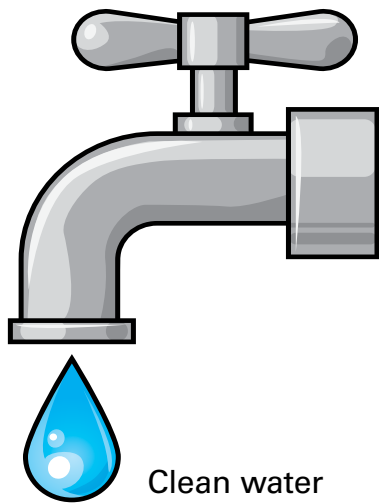
RIGHTS, WANTS & NEEDS CARDS



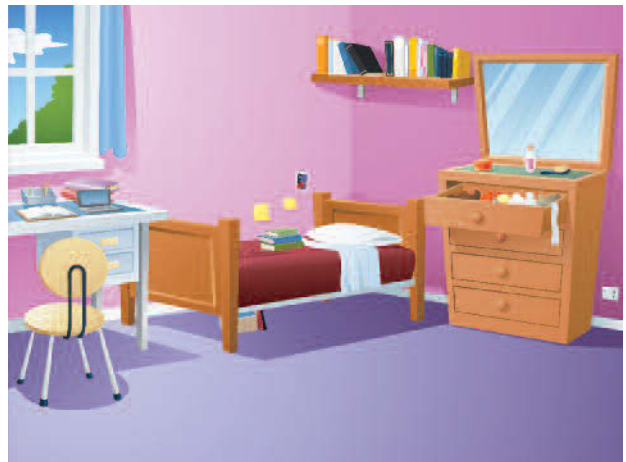
Opportunities to share opinions



Money to spend as you like



Clean water



Your own bedroom



A personal computer



Fair treatment and non-discrimination



A

Because my family lived so far from the health centre when I was a young child, I was never vaccinated. Now I am 8 years old and I have polio.

B

My brothers go to the local school, but I am the only daughter. My family needs me to help out with work in our home, so I cannot go to school. I am 7 years old.

C

I am 16 years old and I go to school every day. When I get home, I help in my parents' shop until the evening. Then I eat dinner, wash the dishes, and look after my younger brother and sister while my parents finish their work in the shop. After the younger children go to sleep, I try to do my homework, but usually I am too tired and I just fall asleep.

D

I am 9 years old, and my family doesn't have much money. We live in two small rooms; we have to carry our water from a well a kilometre away. The houses in our village don't have indoor toilets, so we use a pit in the ground at the end of our street.



E

I am 13 years old, and my country has been fighting over a boundary with another country for three years. A captain from the army came to my home to tell me that because I am big and strong, I should join the army and fight for my country.

F

I am 10 years old, and I speak the language that my parents and grandparents and all my family have always spoken. In the local school, none of the teachers speak my language, and they don't allow me to speak it either – they say we must all learn how to speak **their** language.

G

I started to work at a carpet factory for 12 hours a day when I was 9 years old. Now I am 12 years old, and the factory wants me to work even more hours every day.

H

I am 15 years old, and I live in a big city. A lot of my friends sniff glue. I tried it, and now I do it almost every day. Sometimes the police chase us away from the places where we meet.

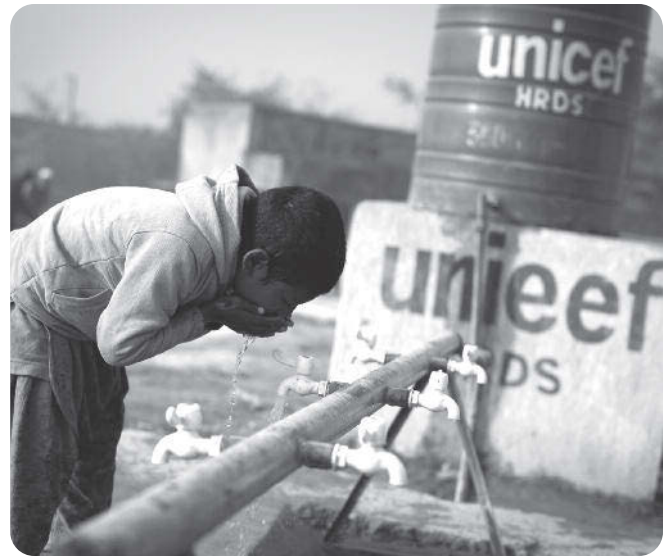


Activity 7 RIGHTS AND NEEDS IN SNAPSHOTS



© UNICEF/NYHQ2010-2490/MICHAEL KAMBER

A. This 11-year-old girl works with other girls and women in a charcoal production yard in Côte d'Ivoire. These young workers are exposed to dangerous smoke and charcoal fumes throughout the day. She says she does not go to school, but UNICEF, the Government and other partners are working together to get her back in school.



© UNICEF/NYHQ2010-0211/SHEHZAD NOORANI

B. A boy washes his face at a UNICEF-supported water source, in a camp for people displaced by the floods in Pakistan in 2010. Millions of people were affected by the floods, and when they returned to their homes they had to deal with high water levels and washed-out roads and bridges.



© UNICEF/NYHQ2010-2736/MARTA RAMONEDA

C. Five-year-old Wonsen Johnson receives a measles vaccination at his school in Liberia. The emergency campaign is led by Liberia's Ministry of Health and supported by UNICEF and the World Health Organization (WHO), and targets children aged 6 months to 15 years – some 230,000 children.



© UNICEF/NYHQ2011-0180/ADOLPHUS SCOTT

D. This young girl has just received crayons, exercise books, pencils and other school supplies at her first day of classes at a UNICEF tent school in Haiti. These are part of a UNICEF school-in-a box kit, containing teaching and learning materials for 80 students, and were delivered after her original school was destroyed during the 2010 earthquake.



UN CONVENTION ON THE RIGHTS OF THE CHILD

The Child Friendly version of the Convention on the Rights of the Child.
For the full, official text, see www.globalclassroom.unicef.ca/en/convention

Article 1

Everyone under 18 has these rights.

Article 2

All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.

Article 3

All adults should do what is best for you. When adults make decisions, they should think about how their decisions will affect children.

Article 4

The government has a responsibility to make sure your rights are protected. They must help your family to protect your rights and create an environment where you can grow and reach your potential.

Article 5

Your family has the responsibility to help you learn to exercise your rights, and to ensure that your rights are protected.

Article 6

You have the right to be alive.

Article 7

You have the right to a name, and this should be officially recognized by the government. You have the right to a nationality (to belong to a country).

Article 8

You have the right to an identity – an official record of who you are. No one should take this away from you.

Article 9

You have the right to live with your parent(s), unless it is bad for you. You have the right to live with a family who cares for you.

Article 10

If you live in a different country than your parents do, you have the right to be together in the same place.

Article 11

You have the right to be protected from kidnapping.

Article 12

You have the right to give your opinion, and for adults to listen and take it seriously.

Article 13

You have the right to find out things and share what you think with others, by talking, drawing, writing or in any other way unless it harms or offends other people.

Article 14

You have the right to choose your own

religion and beliefs. Your parents should help you decide what is right and wrong, and what is best for you.

Article 15

You have the right to choose your own friends and join or set up groups, as long as it isn't harmful to others.

Article 16

You have the right to privacy.

Article 17

You have the right to get information that is important to your well-being, from radio, newspaper, books, computers and other sources. Adults should make sure that the information you are getting is not harmful, and help you find and understand the information you need.

Article 18

You have the right to be raised by your parent(s) if possible.

Article 19

You have the right to be protected from being hurt and mistreated, in body or mind.

Article 20

You have the right to special care and help if you cannot live with your parents.

Article 21

You have the right to care and protection if you are adopted or in foster care.

Article 22

You have the right to special protection and help if you are a refugee (if you have been forced to leave your home and live in another country), as well as all the rights in this Convention.

Article 23

You have the right to special education and care if you have a disability, as well as all the rights in this Convention, so that you can live a full life.

Article 24

You have the right to the best health care possible, safe water to drink, nutritious food, a clean and safe environment, and information to help you stay well.

Article 25

If you live in care or in other situations away from home, you have the right to have these living arrangements looked at regularly to see if they are the most appropriate.

Article 26

You have the right to help from the government if you are poor or in need.

Article 27

You have the right to food, clothing,

a safe place to live and to have your basic needs met. You should not be disadvantaged so that you can't do many of the things other kids can do.

Article 28

You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.

Article 29

Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.

Article 30

You have the right to practice your own culture, language and religion – or any you choose. Minority and indigenous groups need special protection of this right.

Article 31

You have the right to play and rest.

Article 32

You have the right to protection from work that harms you, and is bad for your health and education. If you work, you have the right to be safe and paid fairly.

Article 33

You have the right to protection from harmful drugs and from the drug trade.

Article 34*

You have the right to be free from sexual abuse.

Article 35

No one is allowed to kidnap or sell you.

Article 36

You have the right to protection from any kind of exploitation (being taken advantage of).

Article 37

No one is allowed to punish you in a cruel or harmful way.

Article 38*

You have the right to protection and freedom from war. Children under 15 cannot be forced to go into the army or take part in war.

Article 39

You have the right to help if you've been hurt, neglected or badly treated.

Article 40

You have the right to legal help and fair treatment in the justice system that respects your rights.

Article 41

If the laws of your country provide better protection of your rights than

**There is an Optional Protocol on this article.*

What is *Social Responsibility*?

Driving Questions: What is social responsibility? What does it mean to be socially responsible? What does it look like?

Learning Targets: Thinking critically; making meaningful personal connections; engaging with others to share and develop ideas.



Establishing a need to know: Share the story *The Smallest Girl in the Smallest Grade* by Justin Roberts.

Establish a purpose for viewing/listening: Share the image of the front cover with students, along with the title. Have students consider and predict what the story might be about.

Before reading, share guiding questions: What does Sally McCabe pay attention to in the story? What does she notice? What does Sally do, and how does her one small action, create change?

Post-story Partner Turn-and-Listen: using the guiding questions that were shared before reading.

Small group conversations **co-constructing ideas:** What is social responsibility? What does it mean to be socially responsible? What does it look like? How do we define it?

Invite learners to think about ‘social responsibility’ and what it means to them...what it could look like... When students have an idea to contribute they are encouraged to contribute. Teachers will jot down, acknowledge and discuss student contributions.

Digging deeper: Share the link to the Social Responsibility core competency with students, how its a part of the curriculum. <https://curriculum.gov.bc.ca/competencies/social-responsibility>

Social responsibility involves the ability and disposition to consider the interdependence of people with each other and the natural environment; to contribute positively to one’s family, community, society, and the environment; to resolve problems peacefully; to empathize with others and appreciate their perspectives; and to create and maintain healthy relationships.

A closer look: Share the clip *Isabel, Pet Portraits* (2:28) <https://www.youtube.com/watch?v=xk2TC0BBdHg>

Motivated by her love for animals Isabel uses her talents as an artist to make a difference. For a small donation, this seven year old will draw a picture of your pet and all money raised goes to a local animal shelter. Dogs, cats, bunnies - hundreds of pet portraits have been created by Isabel.




Invite students to watch the clip and be responsible for jotting down either a Notice/ a Think /or a Wonder to share and contribute to the learning:

Notice - something I saw/observed in the video clip

Think - a connection to prior knowledge / experience, or an inference

Wonder - a deep thinking question



What Matters

PS

SOCIAL RESPONSIBILITY CORE COMPETENCY

Social responsibility involves the ability and disposition to consider the interdependence of people with each other and the natural environment; to contribute positively to one's family, community, society, and the environment; to resolve problems peacefully; to empathize with others and appreciate their perspectives; and to create and maintain healthy relationships.

What issues matter to you? What are you concerned about?	What do you do / What can you do to make a positive difference in the world around you?

How does it make you feel when you see others your age making a difference?

Independent performance of understanding:

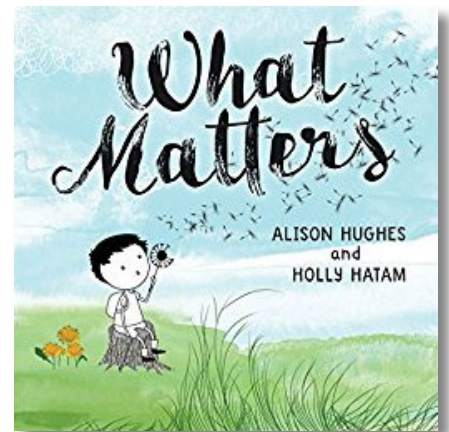
Students work independently in response to the social responsibility think mat.

What issues matter to you? What are you concerned about?

What do you do / can you do to make a positive difference in the world around you?

Closure: Share the story *What Matters* by Alison Hughes

What happens when a young boy picks up a single piece of litter? He doesn't know it, but his tiny act has BIG consequences.



What Matters



SOCIAL RESPONSIBILITY CORE COMPETENCY

Social responsibility involves the ability and disposition to consider the interdependence of people with each other and the natural environment; to contribute positively to one's family, community, society, and the environment; to resolve problems peacefully; to empathize with others and appreciate their perspectives; and to create and maintain healthy relationships.

What issues matter to you? What are you concerned about?	What do you do / What can you do to make a positive difference in the world around you?

How does it make you feel when you see others your age making a difference?

What is *Gratitude*?

Driving Questions: What is gratitude? What does it mean to be grateful? What are you grateful for?

Learning Targets: Thinking critically; making meaningful personal connections; engaging with others to share and develop ideas.

Co-create and jot down student responses to the questions: What is gratitude? What does it mean to be grateful?

(According to the world's leading gratitude researcher Robert Emmons, gratitude is an "affirmation of goodness where we affirm that there are good things in the world.")

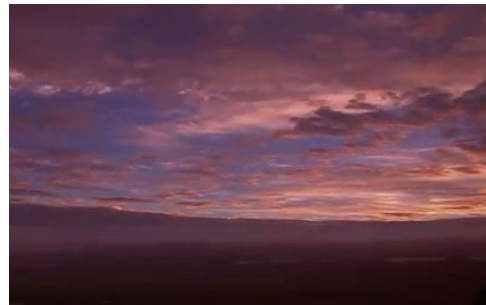
Establishing a need to know: Watch YouTube video: Gratitude HD, Moving ART

A Moving Art original short. This inspirational video was well responded to at TED conferences as filmmaker Louie Schwartzberg motivates those around him with happiness revealed. A spoken word and music montage created and composed by Gary Malki.

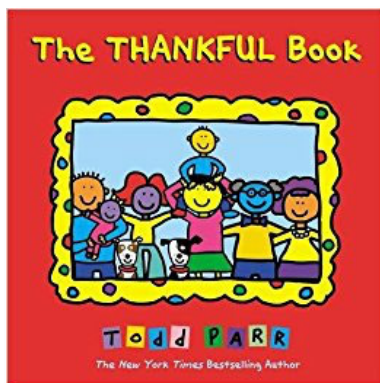
Promoting gratitude helps children with emotional understanding and kindness.

Give each student a post-it to jot down a notice, a think or a wonder. After the video, invite students to post their thinking on the big Notice/Think/Wonder chart.

https://www.youtube.com/watch?v=nj2ofrX7jAk&x-yt-cl=84924572&x-yts=1422411861&feature=player_detailpage



Partner Turn-and-Listen: guiding questions- What did you notice? What did you think? What did you wonder? How did the clip make you feel? What did you connect with in the short clip?



Read the book *The Thankful Book* by Todd Parr.

Establish a purpose for listening/viewing: Share the image of the front cover with learners, along with the title. Have learners predict what the contents of the book might include. Ask, “What would be in your Thankful Book?”

Post-story partner Turn-and-Listen: What did you notice? What did you connect to? What are you thankful for? What would be in your Thankful Book?

Performances of understanding: Finding gratitude in photographs...

What would we find if we were to Google the word gratitude and click on images? What images do you think we'd find there? Turn and Talk/Whole group share...

Visual Talking Cards – spread cards out (on the floor/counter/table?) Choose a photograph and model how to identify, unpack and talk about a photograph... “This make me think of...” “I am grateful for...” Invite learners to self-select a photo card that they somehow connect to/that reminds them of *gratitude*, something they're grateful for in some way. Allow time for quiet thinking, then partner turn and listen...Learners communicate their connection / findings of gratitude...Switch and connect with 3 different people.

Then return to whole group sharing. Invite learners to share what they heard from their classmates about gratitude.

Share the book *My Gratitude Jar*, written and illustrated by Kristin Wiens. In this story, Jacob learns the value of gratitude – a key component of mindfulness – paying attention to the present moment without judgment...



Closure: Share the video *Kid President's 25 Reasons to be Thankful*

<https://www.youtube.com/watch?v=yA5Qpt1JRE4>

Invite learners to start their own gratitude list – their own 25 reasons to be thankful...

Possible Next Steps: Invite students to design and fill Gratitude jars as described in the story.

Visit the following website

<http://www.mindbodygreen.com/0-11062/how-to-create-a-gratitude-jar.html>

Invite students to help design a Gratitude Tree... Create a tree trunk and branches out of paper on a bulletin board have children cut out colourful leaves and write gratitudes on them before attaching them to the tree.

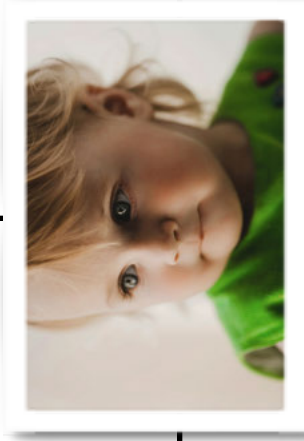
Invite students to contribute to a Gratitude book... Each student writes and illustrates a page for the book... the simple act of writing down gratitudes can increase children's appreciation for the positive aspects of their lives

Share the book *A is for Awesome* by Dallas Clayton. Follow with an ABC Brainstorm: What am I grateful for? Invite learners to use the ABC brainstorm template to generate a list of things they are grateful, for example- "A is for awesome adventures outside..."

Children's Rights Think MAT

What matters most to me when I think about children's rights?

How would my life be different if I couldn't go to school?



Even though her life is at risk, why do you think Malala Yousafzai continues to fight for her rights and the rights of other children?

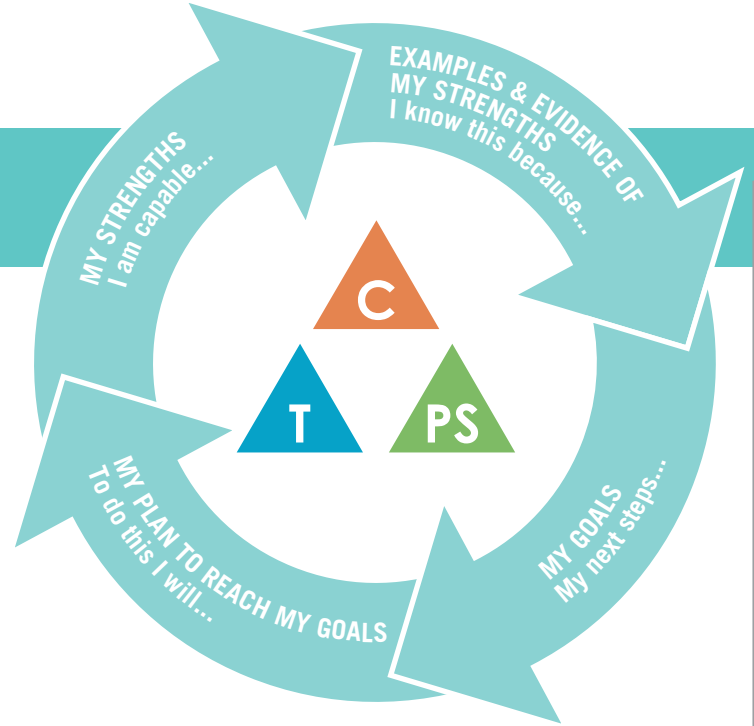
Do some children have fewer rights met than others? Why?

CORE COMPETENCIES SELF-ASSESSMENT

Name: _____

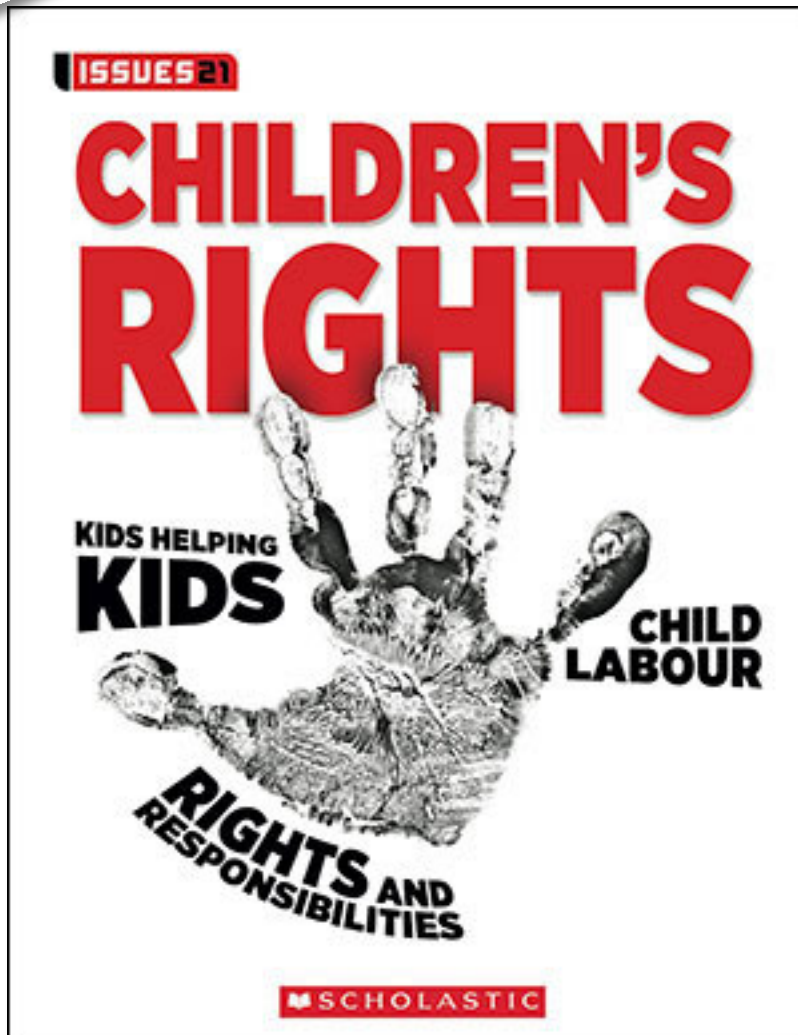
Date: _____

I can reflect on my learning and describe or draw how I have demonstrated or developed my competencies.



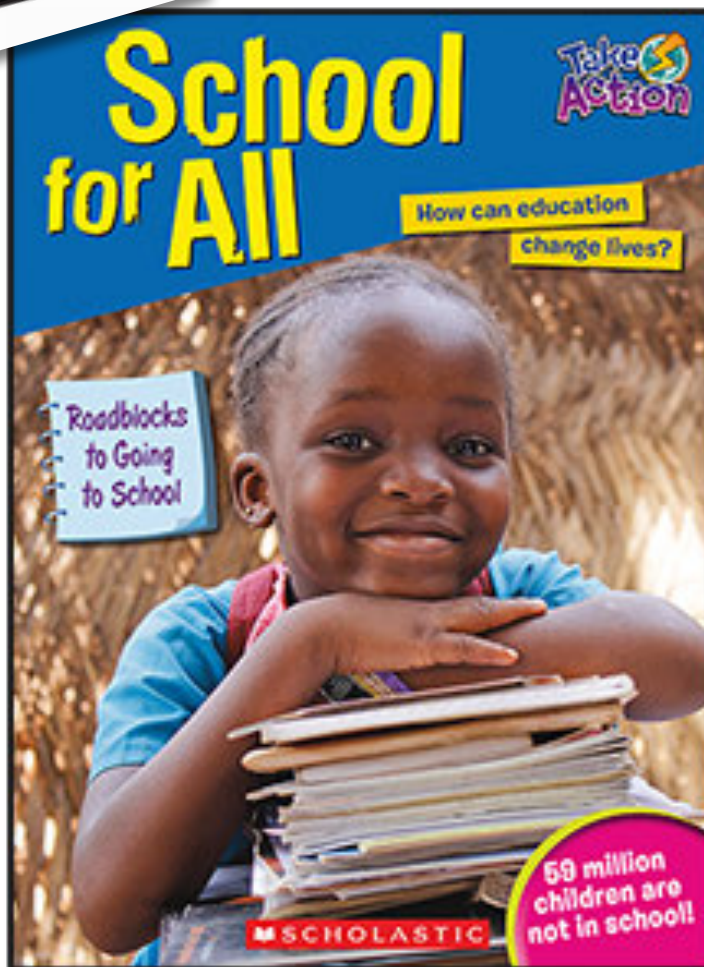
Self-assessment can take many forms and may focus on one, a few, or all of the core competencies.

ISSUES 21



~ A box set of 16 magazines and the teacher guide are available through Destiny ~
Call #: NF 371.3 ISS CHI

Issues 21 fosters a service mindset by exploring local and global issues. The magazines are divided into three parts with articles that: 1. introduce the issue 2. offer information about people who have taken action (game changers) 3. provide steps for students to explore and be inspired to take action and make a difference.



~ A box set of 16 magazines and the teacher guide are available through Destiny ~
Call #: **NF 323 TAK SCO**

In School for All, students are asked to consider basic human rights and fairness, particularly in regards to the value of education in transforming lives and providing possibilities, and the cost to individuals and society by the lack of a quality education. But more than that, students are asked to consider the barriers to getting an education in different places and situations. Most importantly they are also asked to think about what they might do to make these issues and the people affected visible, and to assist in addressing these issues in practical ways.