

A Children's Rights Inquiry



A Resource for Grade 5

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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

Grade 5 Social Studies



human rights and responses to discrimination in Canadian society

Exploring Children's Rights

- Sample topics:
 - Canadian Charter of Rights and Freedoms
 - LGBTQ rights and same-sex marriage
 - gender equity
 - racism
 - religious freedoms
 - freedom of speech
 - language rights
 - protest movements
 - examples of individuals who have fought for change and spoke out against injustice
 - key provisions of the Canadian Charter of Rights and Freedoms
 - the role of the Charter in establishing equality and fairness for all Canadians (e.g., addressing cases of discrimination)

- ▶ Use Social Studies inquiry processes and skills to — ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions

Communicating Findings

- Select ways to clarify a specific problem or issue (e.g., discussion, debate, research, reflection)
- Identify opportunities for civic participation at the school, community, provincial, and national levels

- ▶ Develop a plan of action to address a selected problem or issue

Taking Action

- Individually, or in groups, design a plan of action to address a problem or issue (e.g., fundraising campaign, clothing or food drive, letter writing to a politician, editorial in school or community newspaper, petition).

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



Learning Standards (continued)

Curricular Competencies	Content
<p>Create and communicate (writing, speaking, representing)</p> <ul style="list-style-type: none">• Exchange ideas and perspectives to build shared understanding• Use writing and design processes to plan, develop, and create texts for a variety of purposes and audiences• Use language in creative and playful ways to develop style• Communicate in writing using paragraphs and applying conventions of Canadian spelling, grammar, and punctuation• Develop and apply expanding word knowledge• Use oral storytelling processes• Transform ideas and information to create original texts	

Comprehension Strategies

Comprehend and connect (reading, listening, viewing)

- ▶ Access information and ideas from a variety of sources and from prior knowledge to build understanding
- ▶ Use a variety of comprehension strategies

may include activating prior knowledge, making predictions, setting a purpose, making connections, asking questions, previewing written text, making inferences, drawing conclusions, using context clues.

before, during, and after reading, listening, or viewing to guide inquiry and deepen understanding of text

Thinking Skills

- ▶ Apply a variety of thinking skills

may include exploring new ideas; determining the relative importance of ideas and information; considering alternative viewpoints; developing explanations; making and explaining connections; summarizing, analyzing, and synthesizing

to gain meaning from texts

Creativity

- ▶ Respond to text in personal and creative ways

beginning to question the author's viewpoint and intent; stating opinions with supporting reasons and explanations; using a variety of methods to respond (e.g., in writing, orally, and through drama)

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.

What is Inquiry-based learning?

Inquiry-based learning is a dynamic and emergent process that builds on students' natural curiosity about the world in which they live. Inquiry places ideas at the centre of the learning experience. Teachers using an inquiry-based approach encourage students to ask and genuinely investigate their own questions about the world. Teachers further facilitate students' learning by providing a variety of tools, resources, and experiences that enable learners to investigate, analyze, reflect, and rigorously discuss potential solutions to their own questions about a topic the class is studying. (An excerpt from www.naturalcuriosity.ca)

Types of Inquiry-based learning

Structured inquiry

- the teacher determines the big idea, and what the students will come to understand by the end of the inquiry
- the teacher provides the guiding questions
- the students will help create the plan and guide the inquiry with their questions, interests, ideas, analysis, reflections and understandings



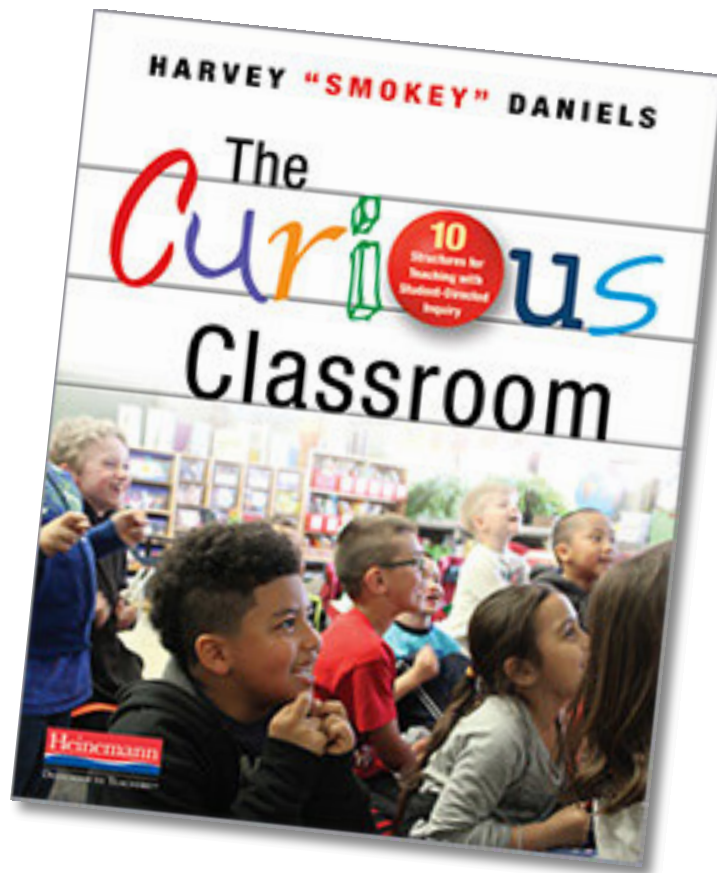
Guided inquiry

- the teacher determines the big idea or topic and the students and/or the teacher come up with the questions
- the students are responsible for designing and following their own procedures to test the question and then communicate their results and findings

Open inquiry

- the students determine the purpose and formulate the questions
- the students design the procedures, gather the materials and communicate their findings
- the teacher facilitates, supports, asks questions and redirects the investigation

Adapted from Michelle Hikida, mhikida@sd38.bc.ca ~ Super Conference, October, 2017



*Just getting started with inquiry? Looking for your own next step in student-driven inquiry? Or do you just want new teaching ideas to try? **Read The Curious Classroom.** "By the end of this book," writes Smokey Daniels, "I hope you will say two things: I never knew my kids were capable of working at this level; and this is the most fun I have ever had in my teaching life."*

You can find this book on Destiny and borrow it from the LRC Professional Library...

Ever wonder how to get students genuinely engaged in your curriculum? Or wish you could let them explore the amazing questions they ask? If so, Smokey provides research-based suggestions that help explore the curriculum by connecting what kids wonder about, to the wonders you must teach them.

<https://www.youtube.com/watch?v=xXfRj1mZmNI>

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Capture and Honor Kids' Questions



42

why

If we are going to build our instruction out of kids' questions—whether these arise from a required curriculum or emerge from children's free-range curiosity—we need a system. To create a culture of questioning and investigation, we need to solicit and record topics kids wonder about, make time for them, pursue them, and keep track of kids' efforts along the way.

"What are some topics that you are curious about? Let's all make lists of some things we would like to learn more about—inside or outside of school. You can keep a list of your own questions, and we can also list them here on a chart for everyone to see."

what

We Might Say to Kids

how

Long It Might Take

Students post their questions and wonders every day, either in their own notebook or on a public chart. This can take from one to five minutes. Then, at another designated time of the week, some minutes are set aside for kids to pursue questions from the wall or from their personal notes.

SET UP AND MAINTAIN A WONDER WALL

When we wonder about something, we need to know more.

Kari Ridolfi, kindergarten teacher at Burley School

Kindergarten teacher Kari Ridolfi uses a wonder wall in her classroom to provide her students a way to ask questions, seek answers, and validate their curiosity (see Figure 3.4). The wonder wall is located in the students' writing center, where they have access to writing tools and a variety of sticky notes. Throughout the week, students add their wonders to the wall. Wonders may come from questions that pop up during independent reading or from lingering questions at the conclusion of a lesson. Thursdays and Fridays, the students visit the wonder wall as a whole group to seek answers to their questions.

While the teacher does some preparation for the wonder research, the students take full ownership during the wonder workshop to read articles and images, interact with artifacts, and record their new learning to share with classmates.



Figure 3.4 Wonder wall in Kari Ridolfi's kindergarten at Burley School

Monday, Tuesday, and Wednesday children fill the wonder wall with things that they are curious about. Just recently, these were some of the kids' burning questions:

- If I swallow a seed, will it grow in my stomach?
- How did the first person on Earth get here?
- What is the most famous book ever written?
- How far can a spider monkey jump?
- How many links would it take to measure our classroom?
- How are dinosaur fossils created?
- Were dragons real or make-believe?
- Do tornadoes come to Chicago?
- Are super powers real?
- How does a praying mantis eat?

As students add wonders, Kari groups similar topics together. For example, if there are several questions about dinosaurs, she'll move them to a shared space on the wonder wall. This helps to keep the wonder wall organized and track similar student curiosities.

On Thursdays, students visit the wonder wall as a group. They read aloud wonders that are on the wall, recognize similarities, and decide which wonders they are most curious about as a class. After narrowing the choices down to five or six, Kari will write each chosen wonder at the top of a fresh piece of chart paper. Students then have an opportunity to sign up on the chart for which wonder they'd like to investigate, thus forming groups.

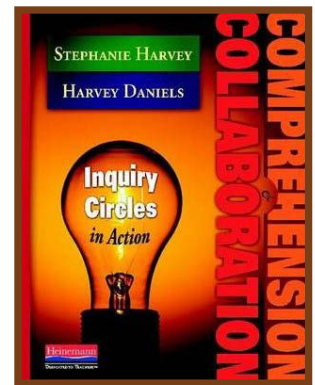
Notice how Kari devotes a piece of each day of the week to supporting the wonder wall: three days of generating questions and two days of finding answers to selected questions.



While this structure helps Kari place kids into small teams, it also sets up *individual inquiries* very well. Kids can work solo if they wish on any question from the week-long wonder wall extravaganza.

‘What learners can do during inquiry time’

pg. 286



- ♦ **Read to themselves** ~ nothing correlates more highly with reading achievement than reading volume. Reading provides the most direct route to finding information and answering questions. So just plain, independent reading is one of the most important things kids can do during inquiry circle time.
- ♦ **Read to each other** ~ reading together with an inquiry circle partner or the entire inquiry circle can spur conversation and lead kids to discoveries they might not make when reading alone.
- ♦ **Conduct research online** ~ choosing sources which are accurate and authoritative. Is the source up to date? Consider EBSCO and other Destiny based links.
- ♦ **Respond in writing and/or drawing** ~ jotting and drawing thinking is especially useful when reading to find information and answer questions. Keeping track of thoughts and questions helps students clarify their understanding and synthesize information. Students are encouraged to write and/or draw about their research, whether in books, online, watching a video, or scrutinizing an artifact .
- ♦ **Respond by talking** ~ talking with groups or partners goes a long way toward learning and understanding. Explicitly set and co-construct criteria for ‘quiet conversation’.
- ♦ **Develop interview questions and conduct practice interviews** ~ students come up with some interview questions and practice interviewing with an inquiry partner.
- ♦ **Contact specialists and experts** ~ Students work with partners to come up with a list of people they might want to contact to get more information.
- ♦ **Maintain a research notebook** ~ We remind students to sort through their written and drawn responses and write up important findings in their notebooks so they don’t lose track of them. Often these discoveries lead to more questions.
- ♦ **Plan to actively use knowledge and take action** ~ Students can discuss how they plan to actively use the knowledge which they have acquired. They might decide to simply share it with the class or they may be moved to take a more public advocacy position. They can talk with each other and then make a collaborative plan.

How to Use Books to Foster Heart-Mind Well-being



Books, and the stories within them, offer safe and engaging teachable moments for children to explore emotions, understand common life challenges and apply social and emotional skills.

Bibliotherapy is the technical term for using books to help children, youth and adults work through tough issues that they face in their everyday social worlds. Many books are written explicitly about feelings or problems. But many more are more subtle in their approach - offering characters and events that children and youth can relate to which broaden perspectives and offer opportunities to develop empathy and practice critical thinking.

Research shows that by identifying with characters and events in books, young people may feel less isolated, can be relieved of emotional pressure and gain insight into their own behaviours and self-concept. Stories also provide a problem-solving playground where students recognize that there is more than one way to approach problems. Using a book as a safe scenario, children are able to discuss problems more freely and can actually practice generating solutions or planning a course of action.

To be clear, a book on its own does not offer the same depth of learning compared to when adults provide guidance and help children to think, understand and engage with the story and with each other in prosocial ways.

One framework for adults to structure bibliotherapy suggests four steps:

1. Pre-reading

- Choose well written, age-appropriate books whose stories use familiar language.
- Activate the child's background knowledge. This can be done by holding up the book and asking for predictions about the story or offering a general statement about the book and asking if they have ever experienced the topic.

2. Reading

- Read aloud. Talk about the story as it unfolds. Invite children to make connections, visualize, ask questions, and make inferences.

3. Post Reading Discussion

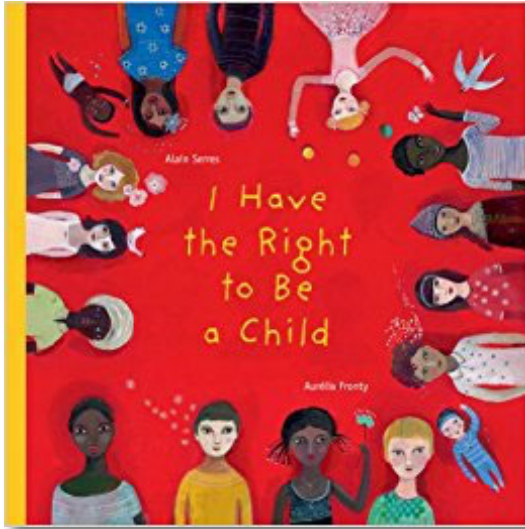
- Have children re-tell the plot, describe and evaluate the characters' feelings and/or comment on events that occurred.
- Ask probing questions to help children think about their own feelings and better identify with the characters and events in the story

4. Use Reinforcing Activities

- Apply problem solving strategies to expand on the book's resolution of a situation.
- Practice and apply social and emotional learning using activities such as journals, role plays, debates, art activities or interaction with parents.
- Consider reading the same book for several days (with younger children) as an additional strategy to support children's social emotional development. Children learn the story, they can re-tell the story, and it becomes their story! They feel successful, confident and competent!

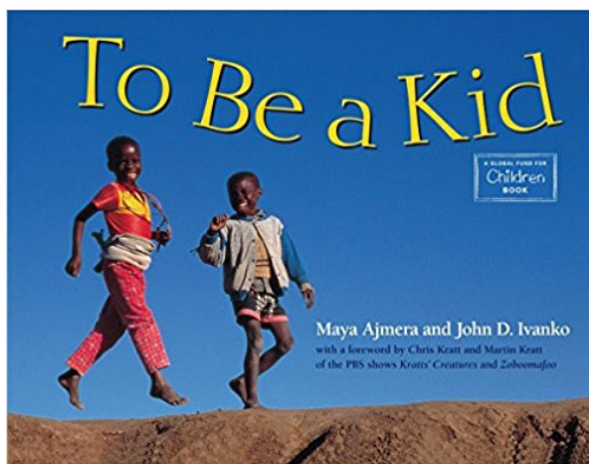
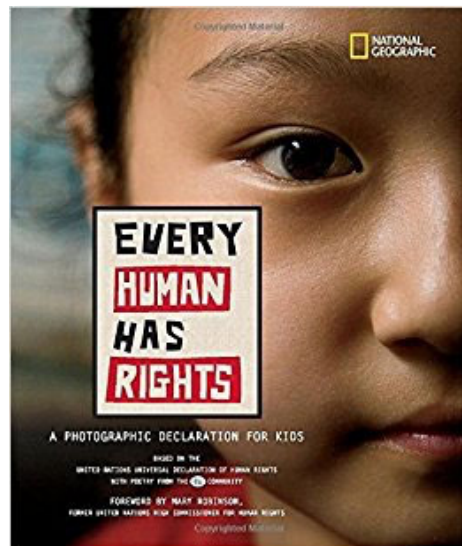


Exploring Children's Rights through Story



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.

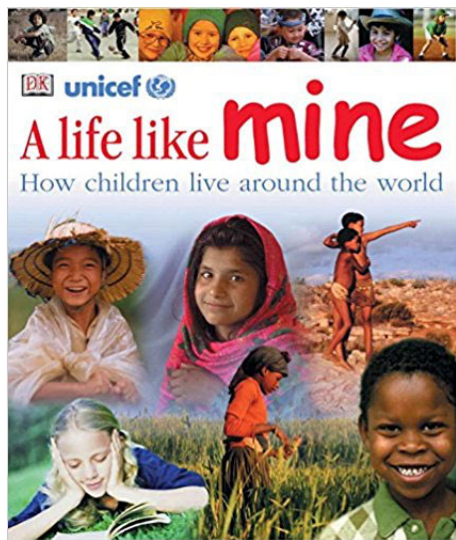
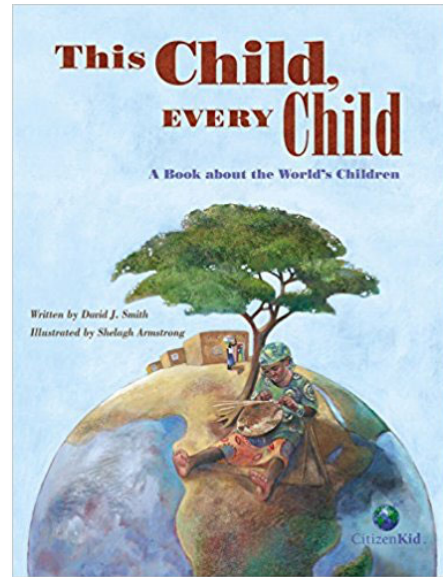
Every Human Has Rights offers kids an accessibly written list of human rights, commentary—much of it deeply emotional—by other kids, and richly evocative photography illustrating each right. At the end of this deceptively simple book, kids will know—and feel—that regardless of individual differences and circumstances, each person is valuable and worthy of respect.



Filled with beautiful photographs, To Be a Kid celebrates kids as they play and learn, as they spend time with their friends and family, and as they discover their environment and the world. Kids, no matter where they are from, share this same wonderful adventure and at the heart of it, a kid is just a kid.

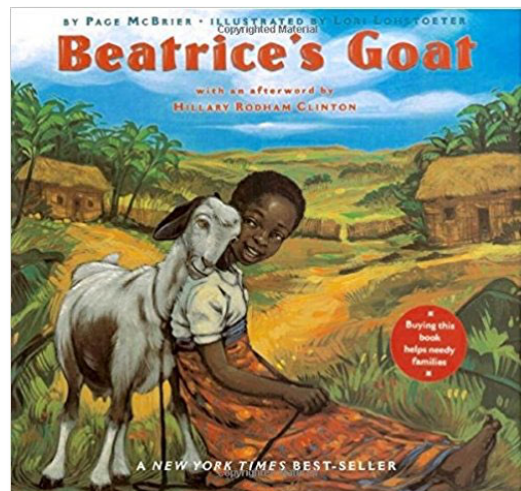
Exploring Children's Rights through Story

This Child, Every Child uses statistics and stories to draw kids into the world beyond their own borders and provide a window into the lives of their fellow children. As young readers will discover, there are striking disparities in the way children live. Some children lack opportunities that others take for granted. What is it like to be a girl in Niger? How are some children forced into war? How do children around the world differ in their home and school lives? This Child, Every Child answers such questions and sets children's lives against the rights they are guaranteed under the United Nations Convention on the Rights of the Child.

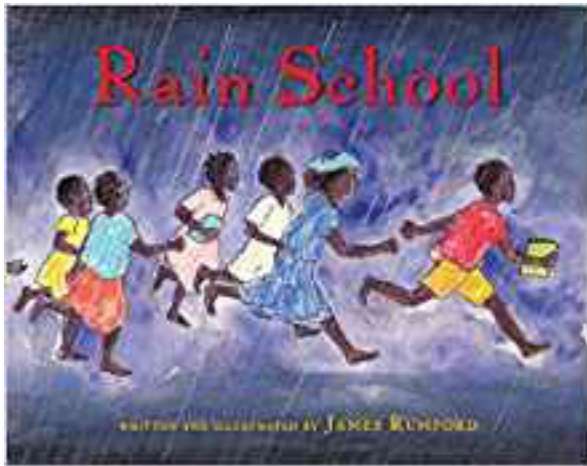


After ten years of study and consultation, UNICEF, the premier organization devoted to the care and welfare of the world's children, published the results of the Convention on the Rights of the Child. Using these tenets as a base, A Life Like Mine profiles children from all over the globe leading their lives in different and fascinating ways. The challenges of nations both developed and developing are revealed in the stories and photographs in this special volume.

This illustrated book offers the true story of how a poor African girl was able to attend school after receiving a goat as a gift through a special international project and then sell its milk to get the money needed to buy her books.



Exploring Children's Rights through Story

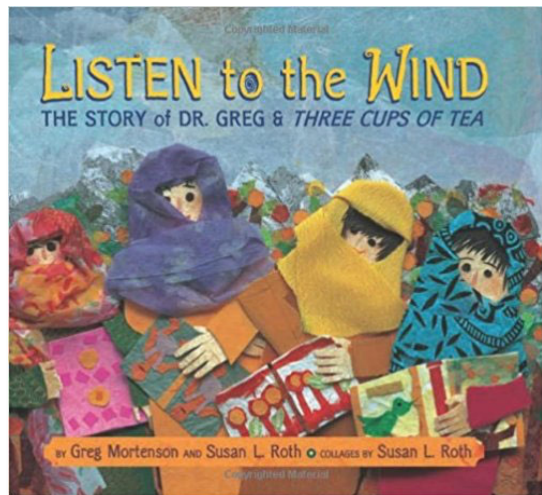


"Will they give us a notebook?" Thomas asks. "Will they give us a pencil? Will I learn to read?"

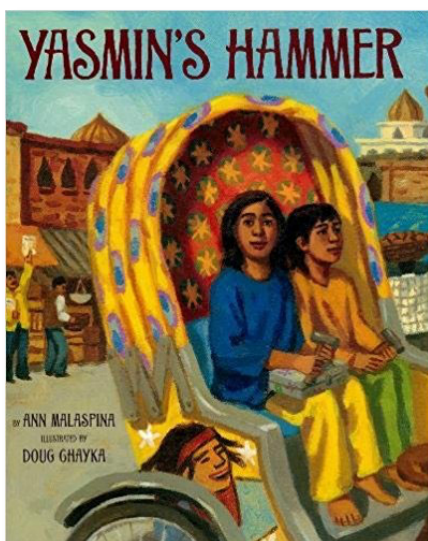
But when he and the other children arrive at the schoolyard, they find no classroom, no desks. Just a teacher. "We will build our school," she says. "This is our first lesson."

James Rumford, who lived in Chad as a Peace Corps volunteer, fills these pages with vibrant ink-and-pastel colours of Africa and the spare words of a poet to show how important learning is in a country where only a few children are able to go to school.

Greg Mortenson stumbled, lost and delirious, into a remote Himalayan village after a failed climb up K2. The villagers saved his life, and he vowed to return and build them a school. The remarkable story of his promise kept is now perfect for reading aloud. Told in the voice of Korphe's children, this story illuminates the humanity and culture of a relevant and distant part of the world in gorgeous collage, while sharing a riveting example of how one person can change thousands of lives.



In the noisy streets of Dhaka, Bangladesh, another busy morning is beginning as Yasmin rides to work in her father's rattling rickshaw. Yasmin longs to go to school so she can learn to read, but her family needs the money she and her sister earn at the brickyard to help keep the rice bag full and the roof repaired. As she hammers away at bricks day after day, Yasmin dreams of a different life. If she could read, she could be anything she wants to be when she grows up. One night Yasmin has an idea a secret plan that will bring her one step closer to making her dream a reality.



Reading and Representing My Thinking

1. Find a way to **show that you know** what this story is about (you can make a web, a chart, or drawings with labels). Represent the **topic** and **main ideas**.

adapted with permission of Faye Brownlie, from EPRA and DART by the Island Literacy Network, August 2017.

2. How does what you just read **remind you of** something you already know?

This reminds me of

3. What else do you **wonder** about this topic?

I wonder

4. Readers often add their own thinking to text. Think of something **you believe to be true in this story, but was not directly revealed by the author and/or illustrator**. Share your thinking below. (evidence + my thinking = inference)

Perhaps

5. Write new or interesting **words** that you discovered in the story.

6. In what way has your **thinking changed** after reading this story?

I have learned

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)

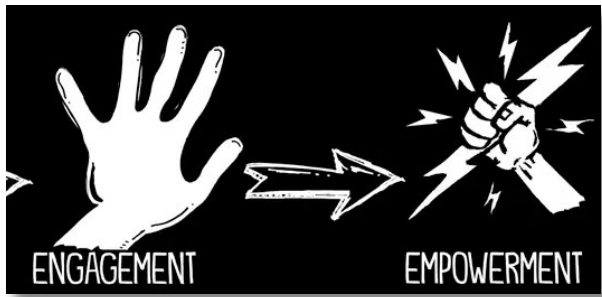
<http://bit.ly/2snvX7L>

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

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



Exploring Children's Rights through Video

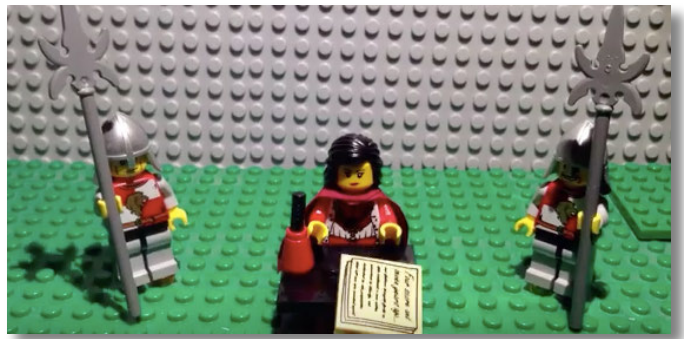


7 Things That Happen When Students Own Their Learning (1:40)

<https://www.youtube.com/watch?v=N7S9kyk-odA>

What is the Canadian Charter of Rights and Freedoms? (3:09)

<https://www.youtube.com/watch?v=mWRDHsrJg5Q>



The Charter of Rights and Freedoms (2:12)

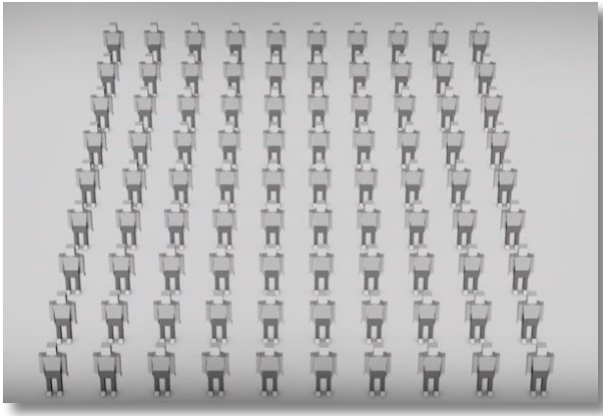
<https://tvo.org/video/programs/civics-101-animations/the-charter-of-rights-and-freedoms>

The Canadian Charter of Rights and Freedoms (1:30)

<https://www.youtube.com/watch?v=UX99jxbAhHQ>



Exploring Children's Rights through Video



If the World Were 100 People (2:27)

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



Find the DVD in this Kit
or find it on Destiny and
borrow it from the LRC.

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.*

After viewing the short clip:

What did you notice?



What do you think?



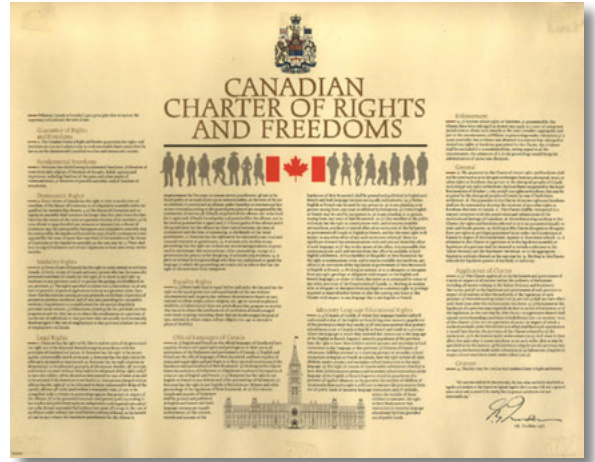
What do you wonder?



Links to online resources

What is the Canadian Charter of Rights and Freedoms? How is the Canadian Charter of Rights and Freedoms rooted in the past? How does the Charter protect Canadians, now and in the future?

http://www.nelson.com/albertasocialstudies/productinfo/gr6_9/docs/abss6ch5.pdf



Canadian Charter of Rights and Freedoms (Sections 1 to 23)

https://www.edu.gov.mb.ca/k12/cur/socstud/foundation_gr9/blms/9-1-3f.pdf

Classroom Activities List - Library of Parliament

<https://lop.parl.ca/About/Parliament/Education/ourcountryourparliament/TeacherGuide/activities-sect1-e.asp>

The Convention on the Rights of the Child (in child friendly language)

https://www.unicef.ca/sites/default/files/imce_uploads/UTILITY%20NAV/TEACHERS/DOCS/GC/CRCPosterEN_FA.pdf

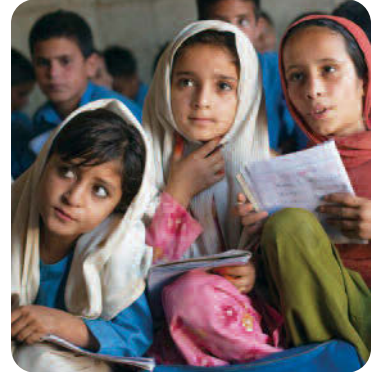


TEACHING FOR CHILDREN'S RIGHTS

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



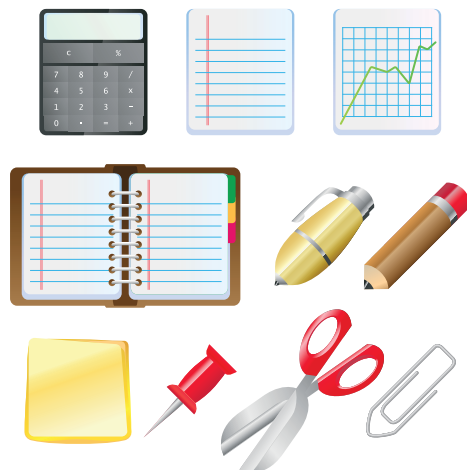
Holiday trips



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



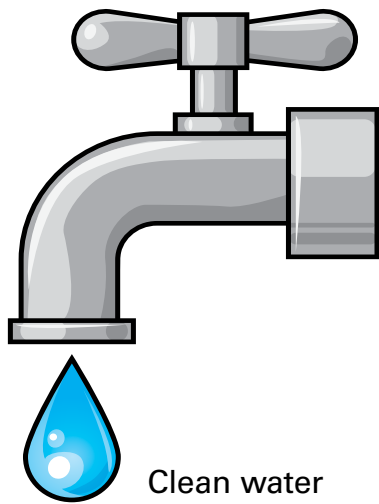
RIGHTS, WANTS & NEEDS CARDS



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.

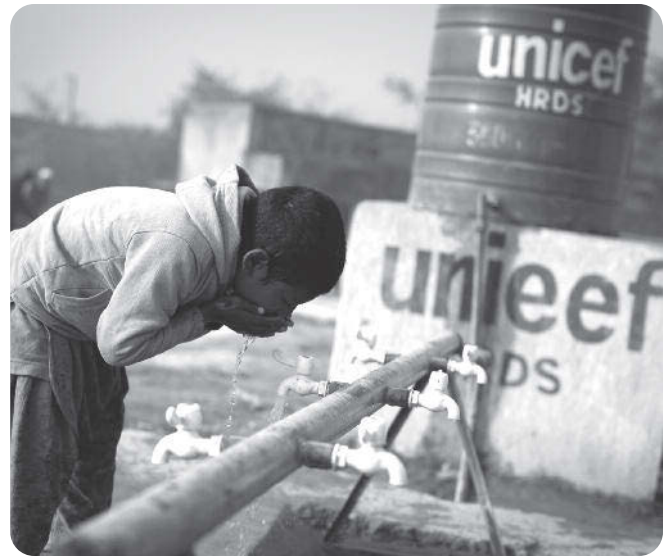


Activity 7 RIGHTS AND NEEDS IN SNAPSHOTS



© 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

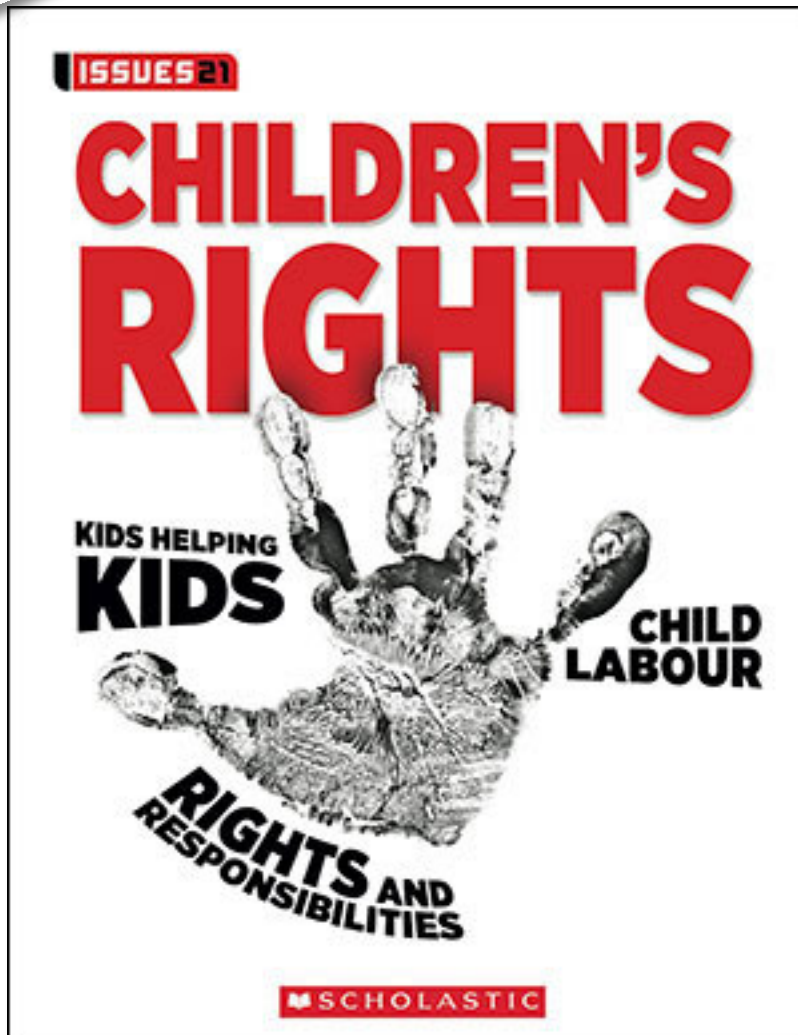
You have the right to legal help and fair treatment in the justice system that respects your rights.

Article 41

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

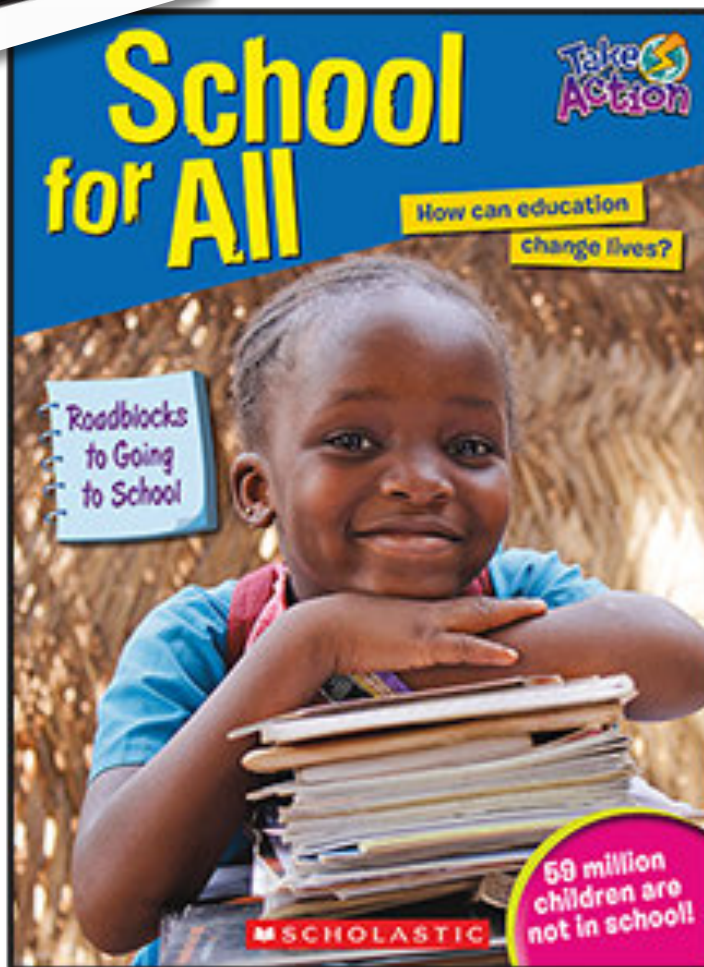
**There is an Optional Protocol on this article.*

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.



Check out this fantastic supplemental resource created by Scholastic Education (found in this kit) for a myriad of deep-thinking questions to prompt thinking.



Who?

- Who are the different people connected to this issue? Who might you talk to before deciding on an action?
- Whose perspectives did you consider before taking action? Whose perspectives did you leave out?
- Who might agree with your choice of action and who might disagree? Why?

What?

- What do you hope to accomplish by taking action in this way?
- What additional problems or injustices might your actions cause? What additional questions came up after taking this form of action?
- What criteria will you use to choose the best path of action to take?

How?

- How might your own stereotypes and biases influence how you determine what the problem is and how you take action to solve it?
- How might your actions be unfair to certain people or groups of people? How might your actions cause some people to be seen as the villains while others are seen as the heroes?
- How can your actions have greater impact? How can your actions address the root cause of the issue instead of simply providing a surface-level solution?

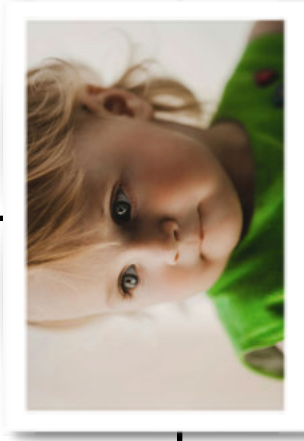
Where? (Location, Contexts)

- In what contexts/spaces might your action support the change you are hoping for?
- In what contexts/spaces might your action not support the change you are looking for?

Children's Rights Think MAT

What is the Canadian Charter of Rights and Freedoms?

What are some of the rights Canadians enjoy? What are some of the freedoms?



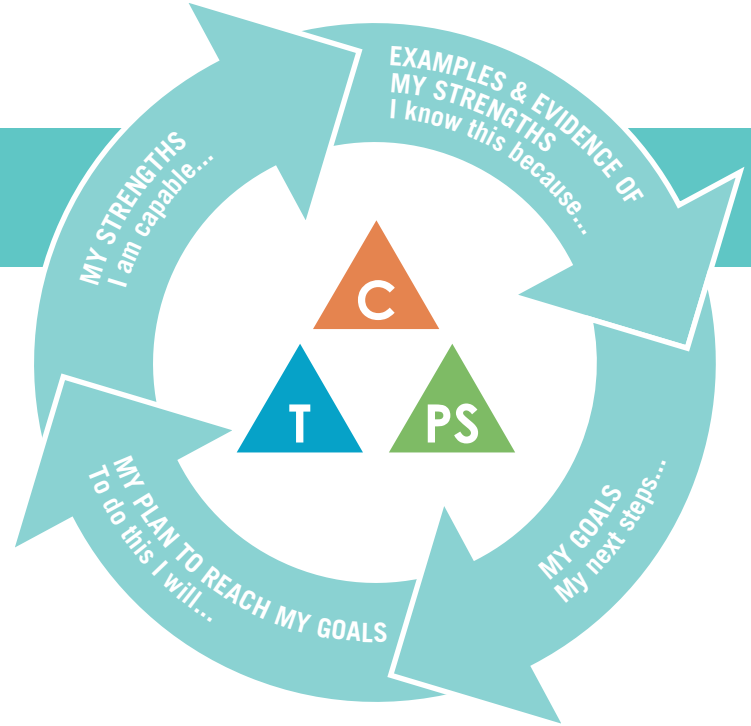
How are the Canadian Charter of Rights and Freedoms and the Convention on the Rights of the Child similar? How are they different? Why are there separate rights for children?

What is the difference between a "want" and a "need"? Why would some "needs" be protected as rights?

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.