

Children's Rights

Lesson Title: Children's Rights	Grade: 6-8	Subject: Social Studies	Time: 4-5 hours for all three; 1.5 hours for one.	Topic: Children's Rights	Cross-Curricular Components:
Unit: Resources and Wealth; Power and Authority					
URL: http://www.freethechildren.com/getinvolved/educator/docs/Children%27s%20Rights%20%20Secondary%20lesson%20plan.pdf					
Lesson Description: On November 20th 1989, the United Nations adopted the United Nations Convention on the Rights of the Child (UNCRC). This convention spells out the basic human rights to which children everywhere are entitled. However, despite the efforts to ratify this convention, to this day there are youth around the world that are still being denied their rights. This module (4-5 lessons) is designed to help educators dive deeply into children's rights issues. Using dynamic student-centred activities, students are encouraged to learn the facts and engage with the issues. From this process they will emerge as children's rights advocates, ready to engage in tangible outlets to create change. This lesson consists of three parts: orientation activities, core activities and concluding activities. For a thorough understanding of children's rights, teach the activities in sequence as a unit plan. If you have less class time, select one activity from each section (i.e.: one orientation activity, one core activity, and one concluding activity). After participating in this lesson, students will emerge as knowledgeable and enthusiastic advocates for change, eager to take action and engage in their global community on this important global issue. → Together, let's use education to combat apathy and encourage change.			Curriculum Outcomes: Outcome: IN6.1 ● Evaluate and represent personal beliefs and values by determining how culture and place influence them. Outcome: PA6.1f ● Examine the relationship between an individual's power and authority and the power and authority of others. Outcome: RW6.1 ● Examine and analyze factors that contribute to quality of life, including material and non-material factors. Outcome: RW6.2 ● Contribute to initiating and guiding change in local and global communities regarding environmental, social, and economic sustainability. Outcome: IN7.1 ● Investigate examples of conflict, cooperation, and interdependence between Canada and circumpolar and Pacific Rim countries. Outcome: PA8.1 ● Contemplate the implications of Canadian citizenship on the life of Canadians.		
Materials: ● Chart paper ● Blackboard ● Computers and internet ● Newspapers, magazines and books ● Writing utensils ● Video cameras (if available) ● Blackline Master 1 (B.L.M. 1): United Nations Convention on the Rights of the Child			Assessment: Assessment Rubric for Student Work		

Procedure:

Lesson One: Orientation activity 1: A New Planet

Purpose: the purpose of this activity is to introduce students to human rights by identifying the essential qualities that make us human. At the same time, this activity will demonstrate that rights are universal and don't vary based on superficial differences.

Instructional method(s): group activity, class discussion.

Differentiated instruction: Students perform task independently.

Estimated time: 10 minutes

Steps:

1. Divide the class into groups of four.
2. Ask students to imagine the following scenario:
 - A small new planet has been discovered that has everything needed to sustain human life. No one has ever lived there. There are no laws, no rules, and no history. You will all be settlers there and in preparation, your group has been appointed to draw up the human rights for this new planet.

3. Instruct students to work together to do the following:
 - Give their planet a name.
 - Decide on ten human rights that should be guaranteed to the settlers of this new planet.
4. Ask each group to present their list to the class. As they do so, make a master list that includes all the rights the group mentioned, combining similar rights.
5. Discuss human rights using the following discussion questions:
 - Did your ideas about which rights were most important change during the activity?
 - What would life be like on this planet if rights were excluded?
 - Are there any rights that you would like to add to the final list?
 - Are there one or two rights that you think are most important?
6. Before concluding this activity, ensure students have a preliminary understanding of human rights.

Orientation Activity 2: Where Our Rights Come From

Purpose: the purpose of this activity is to take a more in-depth look at human rights, learn why human rights exist and learn why they are necessary for quality of life.

Instructional method(s): class discussion

Differentiated instruction: Students will discuss questions in small groups instead of as a whole class.

Estimated time: 10 minutes

Steps:

1. Write the words “HUMAN” and “RIGHTS” at the top of chart paper.
2. Below the word “HUMAN” draw a circle.
3. Ask students to brainstorm what personal qualities make us human and write the words inside the outline (e.g.: intelligence, sympathy, etc.).
4. Next, ask students what they think is needed in order to protect, enhance and develop these qualities. List answers outside the circle, and ask participants to explain them (e.g.: education, friendship, a loving family, etc.).
5. Encourage a class discussion using the following suggested questions:
 - Based on this list, what do people need to lead a good life?
 - Can any of the qualities listed inside the circle be taken from us? (e.g.: our freedom of speech)
 - What would happen if you had to give up any of the necessities listed outside of the circle?
6. Explain to students that the qualities listed inside the circle are those that define a human and relate to human dignity. Everything written around the outside of the circle represents what is necessary to ensure that people have that dignity. Human rights are based on these necessities.
7. Activate students’ prior knowledge and ask them to list the rights they have as humans. List answers under the title “RIGHTS”.
8. Encourage a class discussion using the following suggested questions:
 - How do individuals honour these rights?
 - How do world leaders honour these rights?

Teacher Note: Lead discussion towards the Universal Declaration of Human Rights.

Lesson Plan - Core Activity 1: Not Just Little Adults

Purpose: the purpose of this activity is for students to become familiar with international human rights documents and the unique rights of children.

Instructional method(s): class discussion

Differentiated instruction:

- Students will create an illustration of children’s rights instead of writing a reflection.
- Divide the class into pairs. Instead of writing a reflection, each pair will take a side and they will argue together.

Estimated time: 15-20 minutes

Steps:

1. Go deeper in your discussion on human rights. Ask students the following questions:
 - Have you ever heard of the Universal Declaration of Human Rights? What is it?
 - Why was this document created?
 - What are some of the rights found in this document? List examples on the board.
 - Can the rights in this document be applied to both adults and children? Is this fair?
2. Explain that the United Nations Convention on the Rights of the Child (UNCRC) was signed in 1989, after world leaders decided that childhood was unique and something that needed to be protected. The document was signed by countries all around the world, which means they have to uphold the rights set out within it. As such, children under the age of 18 have a special convention of their own. This convention lists all the rights that children have.

3. Visit the topic of children's rights by asking the following questions:
 - Why do children need rights of their own?
 - Why is it important that adults respect these rights?
 - What rights do you think are included in this convention? Write suggestions on the board.
4. Ask students to write a reflection addressing children's rights, in which they must argue for or against children having their own set of rights.
5. Once complete, collect student reflections.

Lesson Plan - Core Activity 2: The 3 P's

Purpose: the purpose of this activity is to give students an opportunity to develop a clear understanding of the United Nations Convention on the Rights of the Child. Through this activity they will learn the rights they have as youth.

Instructional method(s): class discussion, group work

Differentiated instruction: Assign each student to one of the 3P's and encourage them to become experts in their category. Once this is done, have students join into groups of three so that each category is represented. Students must teach their group members about their category, while learning about the others from their partners.

Estimated time: 30 minutes

Steps:

1. Explain to students that there are 54 articles in the convention that identify children's rights. Each of these articles falls under one of three fundamental concepts: provision, protection and participation.
2. Define provision, protection and participation as a class and write the definitions on the board.
3. Divide the class into groups of four and distribute B.L.M 1 and chart paper to each group.
4. Ask each group to create a chart on their paper with the headings "Provision", "Protection" and "Participation".
5. Explain to the students that as a group, they must determine which articles fit under which title and then record this in their chart.
6. When the groups have completed their charts, ask them to look at all of the articles and select three that they think are the most important.
7. After each group has made their decision have them present their charts to the class. Each group must present:
 - Why each category is important.
 - The articles they assigned to each category.
 - If there were any articles they had difficulty categorizing.
 - Their top three articles and why they chose them.
8. After each group has presented their charts hold a concluding class discussion around children's rights. Discuss what the students know, what they learned and address any final questions they may have.

Lesson Plan - Core Activity 3: Children's Rights Scavenger Hunt

Purpose: the purpose of this activity is for students to realize that in many cases, children are denied their basic rights. It is an opportunity for them to use the knowledge they now have on children's rights to identify instances where these rights have been denied.

Instructional method(s): independent research, group work

Differentiated instruction:

- o Students work in pairs instead of individually.

Estimated time: 30 minutes

Steps:

1. Distribute magazines and newspapers and/or allow the students an opportunity to search the internet.
2. Ask the students to search through these resources to find articles and pictures from around the world that are examples of instances where children are not being granted their rights.
3. Students must compile at least five examples and include the following in a written paragraph to be submitted along with the example.
 - Date
 - Location
 - Description of picture
 - Description of child (e.g.: age, etc.)
 - Description of how the child's rights are being denied
 - Personal reaction to the item
 - Article in the UNCRC that is related to the issue at hand
 - Mechanisms in the local and international activity that can provide support and solutions to this activity
4. When students have completed their independent research, ask the class to get into groups of four to discuss their research findings.

5. After this is complete, ask each group to summarize their conversation for the class.

Lesson Plan: Concluding Activity 1: Action Planning

Purpose: the purpose of this activity is to help students apply their human rights learning while learning how to take action.

Instructional method(s): class discussion, group work

Differentiated instruction: Students will create an action plan as an entire class rather than in small groups.

Estimated time: continuous project

Steps:

1. Inform students that today they are going to learn how to create an action plan so that they can learn how to take action against an issue they feel passionate about.
2. Ask students to reflect on all they have learned throughout the lesson. Ask students to identify local and/or global problems around children's rights that concern them (for example, homelessness, hunger, child abuse, land mines etc.). List suggestions on the board.
3. Ask students to revisit B.L.M. 1 and go down this list asking them to define the issues in terms children's rights from the UNCRC (for examples, child abuse relates to Article 19, which guarantees children protection from all forms of violence).
4. Have each student select one of these children's rights issues to focus on and divide the class into teams based on the issue they selected.
5. Guide each team through the following action planning steps:

Action Plan

Step 1: Research the problem

- What is the problem as you see it? Try to define it in your own words.
- How does the problem manifest itself locally? Nationally? Globally?
- What specific rights are involved under the UNCRC?
- Who suffers directly or indirectly as a result of this violation?

Step 2: Brainstorm possible ways to help

- How can this issue be stopped?
- Are there any individuals or groups that are fighting against this issue that you can support? (e.g.: homeless shelters, breakfast programs etc.)
- What can you do to help? (e.g.: raise money, volunteer time etc.)

Step 3: Choose a plan of action

- Based on the solutions discussed, how you are going to stand up for this issue? (e.g.: hold a garage sale to earn money that can be donated, host an awareness booth in the school etc.)

Step 4: Delegate roles

- Create roles based on what is needed to carry out a successful action plan. (for example, treasurer, advertiser, spokes person, event planner etc)
- What further support is needed? (e.g.: is the janitors help needed to set something up in the school?)

6. Have each group present their action plan to the class before moving onto the final two steps in their action plan.

Step 5: Act!

- Turn your plan into reality!

Step 6: Reflect

- Celebrate the successes and reflect on the challenges your group faced, with this knowledge you will be better prepared for future events.

7. Evaluate the group's actions and reflect as a class, ask:

- What were the impacts of these events?
- How did we contribute to our community and our cause?
- What are the benefits of taking action?

Concluding Activity 2: Break the Silence! Children's Rights Public Service Announcement

Purpose: the purpose of this assignment is to allow students to explore all of the information they have learned about children's rights by using a creative outlet to create a message about the UNCRC and a children's rights issue of choice. In carrying out this activity, students will have the opportunity to have their voice heard while standing up for something they believe in.

Instructional method(s): group work

Differentiated instruction:

o Students create a visual storyboard of their PSA instead of acting it out.

Estimated time: continuous project

Steps:

1. Explain to students that they will be creating a Public Service Announcement (PSA) on a children's rights issue.

Teacher Note: Public Service Announcement (PSA): an advertisement or statement made out of public interest, created to persuade an audience to take favourable action.

2. Begin by introducing the concept of a PSA, ask:

- What is a Public Service Announcement?
- Describe a PSA you have seen.
- What makes a PSA affective? What makes it ineffective?

3. Divide students into groups of four and direct them through the following steps:

Teacher Note: Students can create their PSA in the form of a skit or video depending on what equipment is available.

- Select one children's rights issue that the PSA will focus on. Research the issue. Find out the details of the issue and the articles in the UNCRC that apply to this issue (e.g.: Article 19: child abuse, etc.).

- Create a simple, clear message that does the following: creates awareness of the issue, shows the importance of the issue, elicits an emotional response in the audience, and causes a behavioural change in the audience.
- Write a script (a one minute PSA typically requires about 5-7 concise statements).
- Display the script in a visual story board with characters and settings.
- Practice, practice, practice!
- Perform.

4. Set aside a class period to present the PSAs. After each PSA has been viewed hold a brief discussion using the following suggested questions:

- How did the PSA's affect you?
- Were the messages clear and concise?
- What made the best PSA?
- Did each PSA achieve its goal?
- What did you learn about children's rights?
- What problems did you run into?
- What would you do differently next time?

Teacher Note: you may also wish to present these PSA's to the school to raise awareness about children's rights

Lesson Plan: Extension Activity: Vow of Silence

Purpose: the purpose of this activity is to provide students with an outlet for action by engaging them in the Vow of Silence campaign.

Instructional method(s): class discussion

Differentiated instruction: Students will be given the Halloween for Hunger How-To Guide and discuss campaign ideas in groups.

Estimated time: 25-30 minutes

Steps:

1. Ask students to reflect on all they have learned throughout the lesson. Explain to them that it is easy to feel helpless when learning about issues such as children's rights because it is difficult to determine how you can help. Explain to them that Free The Children's Vow of Silence campaign is a call to action, a tangible way that they can stand in solidarity with their peers around the world who have not been granted their rights.

2. Introduce the campaign by viewing the following videos:

- An introduction to the campaign by Free The Children <http://www.youtube.com/watch?v=55RhNlztack>
- I am silent by Free The Children <http://www.youtube.com/watch?v=i89Nbe6pDKc>
- A description of the campaign by musician and activist, Jason Mraz <http://www.youtube.com/watch?v=wUv0WoAGWT4&feature=channel>

3. Keeping in mind all they have learned throughout the course of the lesson, ask students the following questions:

- Why is this campaign important?
- What are the goals of this campaign?

- What are the steps to take to participate in this campaign?
 - Why is November 19th a good date to hold such a campaign?
4. On the board, write the title "Communication".
 5. Ask the students to list all of the ways they communicate (e.g.: by speaking, by sending text messages, etc.) and record their responses on the board.
 6. Now go down the list and ask the students if they use each of the items in their daily life and if so, how? Record answers on the board.
 7. Tell students to think back to all they have learned about children's rights during the course of the lesson, ask:
 - How would you feel if you were unable to use all of these forms of communication? How would this affect your day?
 - There are thousands of children around the world who have been silenced by not having their rights upheld, if you were to protest this by going silent yourself and restricting yourself from using any of these communication outlets, what kind of a message would that send to your peers?
 - What impact will your actions have on the school and the community?
 8. Move the discussion onto the logistics of the campaign by asking the following questions:
 - How can we receive the best results on the day of the campaign?
 - How can we achieve the best fundraising results for this campaign?
 - What can we do around the school to raise awareness?
 - What can we do around our community to raise awareness?
 - How can we get more people involved in the campaign?
 - What can we do on the days leading up to the campaign and on the day of the campaign to raise the most awareness?
 9. Go over the How-To Guide with the students to determine an action plan.

Teacher Note: discuss costumes, signs, things that will unify everyone partaking in the Vow, events during the day etc. **Lesson Plan**

Student Assessment

Use the below assessment rubric to evaluate students' comprehension of issues and participation in the lesson plan activities. This rubric can be used in the following activities: Not Just Little Adults, Children's Rights Scavenger Hunt, Action Planning and Break the Silence! Children's Right's Public Service Announcement.

Assessment Rubric for Student Work Performance Factors	Outstanding	Very Effective	Effective	Marginally Effective	Ineffective
Producing Quality Work	Produces high quality work.	Produces quality work.	Produces good quality work.	Produces work with limited quality.	Produces work with no quality.
Using Work Time Effectively	Always remains on task, showing exemplary adherence to boundaries and rules.	Consistently remains on task, showing respect to boundaries and rules.	Sometimes on task, showing inconsistent observance of boundaries and rules.	Sometimes on task, showing limited observance of boundaries and rules.	Not on task, showing no observance of boundaries and rules.
Knowledge Of Topic	Demonstrates thorough knowledge and understanding of concepts.	Demonstrates considerable knowledge and understanding of concepts.	Demonstrates some knowledge and understanding of concepts.	Demonstrates limited knowledge and understanding of concepts.	Demonstrates no knowledge and understanding of concepts.
Communicating Effectively	Expresses and organizes ideas and information with a high degree of effectiveness.	Expresses and organizes ideas and information with considerable effectiveness.	Expresses and organizes ideas and information with some effectiveness.	Expresses and organizes ideas and information with limited effectiveness.	Expresses and organizes ideas and information with no effectiveness.
Originality	Presents or selects a fresh and original idea.	Presents or selects a somewhat original idea.	Presents a somewhat predictable response to the topic.	Presents a predictable response to the topic.	Restates topic using no original ideas.

Additional Resources

In addition to the above lesson plans, you may want to share some additional resources with your students. Listed below are some links to useful online resources:

- Free The Children's Vow of Silence webpage - <http://www.freethechildren.com/getinvolved/youth/campaigns/>: Here you can register for the campaign and access resources and downloads.
- Free The Children's Vow of Silence website: www.iamsilent.com: An interactive, visually appealing website for the Vow of Silence campaign.
- Global Voices articles about children's rights:
Seeing a Future in UN Development Goals - <http://www.thestar.com/news/globalvoices/article/863512--global-voices-seeing-a-future-in-un-s-development-goals>
- Unfulfilled Dream for Children of Juarez - <http://www.thestar.com/news/globalvoices/article/766573--education-unfulfilled-dream-for-children-of-juarez>
- World's Adults must Honor Vow to Children - <http://www.thestar.com/news/globalvoices/article/726368--world-s-adults-must-honour-vow-to-children>
- India's Children don't have a Vote – or Clean Water - <http://www.thestar.com/news/globalvoices/article/635142--india-s-children-don-t-have-vote-mdash-or-clean-water>
- Former Child Soldiers Face Psychological Battle - <http://www.thestar.com/news/globalvoices/article/627688--former-child-soldiers-face-psychological-battle>
- United Nations Convention on the Rights of the Child - http://www.canadiancrc.com/UN_CRC/UN_Convention_on_the_Rights_of_the_Child-Overview.aspx
- Youth-friendly version of the CRC - http://www.crae.org.uk/assets/files/UNCRC_CYP_version.pdf
- The Universal Declaration of Human Rights - <http://www.un.org/en/documents/udhr/index.shtml>
- Ontario Human Rights Commission - <http://www.ohrc.on.ca/>
- Ask the Professor Colum - http://www.freethechildren.com/getinvolved/geteducated/asktheprof_archives/20070305.htm
- Lesson Plans - http://teachunicef.org/sites/default/files/units/Child_Rights_Unit_6-8.pdf
- Children's Human Rights Handbook - <http://www.crae.org.uk/assets/files/Teenage%20booklet%20final.pdf>
- Quizzes: http://www.getreadyforchange.org.uk/childrens_rights/knowledge
- Animated Cartoons: Click on "Online Cartoons" - <http://www.unicef.org/crcartoons/>