

# UN Convention on the Rights of a Child

Grade: 6

Subject: Social Studies

Time: 50 Minutes

## Critical Issues - Lesson Plan

### “United Nations Convention on the Rights of the Child”

**Unit:** Interactions and Interdependence of Nations;  
Power and Authority; Resources and Wealth

**Specific Topic:** Rights

**URL:** [http://www.unicef.ca/sites/default/files/imce\\_uploads/UTILITY%20NAV/TEACHERS/DOCS/GC/Bringing\\_Childrens\\_Rights\\_Alive.pdf](http://www.unicef.ca/sites/default/files/imce_uploads/UTILITY%20NAV/TEACHERS/DOCS/GC/Bringing_Childrens_Rights_Alive.pdf)

**Lesson Description:** Students will read the articles in the United Nations Convention on the Rights of the Child. Then they will sort the rights into three categories: provision rights, protection rights, and participation rights.

This is a modified concept formation task. In most concept formation tasks, there is a set of information that students must examine and sort into categories that have not been made known to them. Concept formation tasks encourage students to think critically and break large amounts of information into smaller, more meaningful, and more manageable chunks.

**Curriculum Outcomes:**

**Grade 3**

Outcome - IN6.4: Explore aspects of cultural change over time, including: how cultural change affects youth.

Outcome - PA6.1: Examine the relationship between an individual’s power and authority and the power and authority of others.

Outcome - PA6.2: Analyze the distribution of power and privilege in Canada and a selection of countries bordering the Atlantic Ocean.

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.

**Materials:** See URL to access materials (pgs. 13-16)

- “United Nations Convention on the Rights of the Child” (one for each student)
- “United Nations Convention on the Rights of the Child” cut-outs (cut and put in an envelope; one per group)
- “United Nations Convention on the Rights of the Child” sorting chart (one per group)
- “United Nations Convention on the Rights of the Child” sorting chart overhead (optional)
- Overhead projector, blackboard, or chart paper
- Overhead markers, chalk, or marker

**Procedure:**

1. Review the definitions and difference between rights and luxuries.
2. Introduce and distribute the United Nations Convention on the Rights of the Child.
3. Divide students into groups of two or three.
4. Distribute the “United Nations Convention on the Rights of the Child” Cut-outs and Sorting Chart.
5. Introduce the three kinds of rights: **provision rights, protection rights, and participation rights.**
6. Sort a few of the rights into the three categories (see URL link).
7. Have the students read and sort the rest of the rights into the three categories.
8. Take up the answers (see below) and have students record the answers on their handout.

**Extension Resource:** For further information on Global Citizenship Education (GCE) and additional resources, see [SCIC’s Global Citizenship Education Modules](#).