



Unit 9: Children’s Rights around the World

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Subject and Level

Social Studies 3 (can be altered to address Grades 5 or 6 Social Studies):

This unit comprises of five lessons and it will take approximately 10–15 hours, depending on the extension activities chosen. It is recommended that this unit be taught on a weekly basis (one lesson each week for five weeks), each lesson is intended to cover a two to three hour block of time.

Unit Plan Objective

This unit will encourage students to examine 15 articles of the United Nations, *Universal Declaration of Human Rights*. Through the study of poetry, online testimonials, role-playing and statistical data analysis, students will develop greater awareness of how these rights effect their lives here in Canada and what it might be like to live in a country where children do not have the same rights. Through their study, students will understand the role of the United Nations, Canadian International Development Agency (CIDA), United Nations Educational, Scientific and Cultural Organization (UNESCO) and a number of nongovernmental organizations (NGOs) in upholding and supporting children’s rights around the world.

Lesson 1 what are Children’s Rights?

Objective

To understand that children’s rights are entrenched in the United Nations, *Universal Declaration of Human Rights* and to examine their effect on our daily lives and the lives of children around the world.

🕒 Time

This lesson will cover approximately two to three hours of class time. It is recommended that the lesson be completed over an afternoon or back-to-back classes.

✂️ Materials

- Student Handout 1: Venn Diagram—Children’s Rights and Adult Responsibilities
- Student Handout 2: United Nations, *Declaration of Human Rights*
- Website: www.unicef.org

- Book: *For Every Child*, text adapted by Caroline Castle, published in 2000 by UNICEF
- Website: www.freethechildren.org (go to videos and click on FTC promotional Video)

Getting Started

Knowledge Now

Brainstorm as a class. Begin by asking students what they think of when they hear the word *right*. Do the same with *responsibility* and chart their responses on the whiteboard. Have students discuss which of the rights relate specifically to children and then highlight them. Whose responsibility is it to uphold these rights? Discuss.

Engaging Interest

Explain that human rights and children’s rights were identified and then entrenched in the United Nations *Declaration of Human Rights* in November 1989. Children’s rights are protected and upheld through the efforts of individuals and organizations worldwide. Ask students: “Should children’s rights be protected? Why?” In small groups (made up of a recorder, a reporter and a timer) students will discuss this query and identify three arguments or reasons for the protection of children’s rights. After five minutes each group will share their reasons with the entire class. Have students watch *Free the Children*, the promotional video clip of available on www.freethechildren.org to see how one group is working for children’s rights. Students can watch as a whole group, individually or with partners depending on computer accessibility. Remind students to jot down examples of how this group is advocating for children’s rights.

Learning Activities

Debrief the video by examining what rights and responsibilities *Free the Children* advocates. What changes did an education bring to the children in the video? Explain that **primary education** is a right in the United Nations Declaration of Children’s Rights. Who is working to uphold these rights in this video?

- Venn Diagram—Handout 1—A Venn diagram is an excellent way to visually demonstrate that rights and responsibilities can be separate but can overlap. Using the handout, explain to students that they will list rights in one circle and responsibilities in the other. If they think that one of their answers applies to both, they can write it in the middle.
- Do a pair-share activity in which students describe their answers to a peer.
- Prepare a large Venn diagram on the board (or chart paper) with center area highlighted; have students present their ideas for rights/responsibilities that overlap; go over this list and explain that rights and responsibilities go hand in hand for children around the world.
- Gather children for reading time: *For Every Child*...
- Pre-reading: Explain that this book was written by UNICEF. What is UNICEF? Students might know about UNICEF from Halloween. Explain that this is one of the many international agencies that work for children around the world.
- Read the story.
- Have students discuss the rights presented in the book and record their answers on the board; are they the same or different from the ones generated by the class?
- Go to unicef.org/crc/index_30160.html and read together to find out the why, how and when

of children's rights. Take notes together.

- Hand out the complete Declaration of Children's Rights for students to refer to. www.unicef.org/crc/files/Rights_overview.pdf
- Read through together and provide a summary or highlight articles that are unclear to students.

Assessment/Analysis

- Have students work on a journal/portfolio piece of writing that details the three "children's rights" they feel are **most important** to them and *why*.
- This personal piece will be used in lessons following.

Application

Ask students to think about their own lives and which rights they exercise every day. How might this be the same/ different from their best friend; from someone who lives in another province in Canada; or from someone their age who lives in another part of the world?

Activities for Extension and/or Integration

- See other lessons in this unit plan.
- Some students may want to research *Free the Children* further as a challenge project. Doing this could lead to schoolwide awareness and project creation.
- What other local agencies work to support children's rights?

Subject and Level Learner Outcomes for Subject and Level

Grade 3 Social Studies:

3.2 Global Citizenship

- Knowledge and Understanding
 - 3.2.2 explore the concept of global citizenship by reflecting upon the following questions for inquiry:
 - How are the rights, responsibilities and roles of citizens in communities around the world the same or different than those of Canadian citizens?
 - What are some examples of international organizations formed by individuals?
 - What are examples of international organizations formed by nations?

Grade 3 English Language Arts

1.1 Discover and explore

- explain understanding of new concepts in own words

1.2 Clarify and extend

- ask questions to clarify information and ensure understanding

5.1 Respect others and strengthen community

- retell, paraphrase or explain ideas in oral, print and other media texts

5.2 Work within a group

- work cooperatively with others in small groups on structured tasks

Connections: Grade 5 and Grade 6 Social Studies Curriculum through rights and responsibilities of citizens living in a democracy.

Safe and Caring Topics and Concepts

Living Respectfully:

- Respecting and appreciating others’ ideas, insights, solutions and contributions

Respecting Diversity

- Exploring how “standing in someone else’s shoes” helps avoid conflict

Teaching Strategies

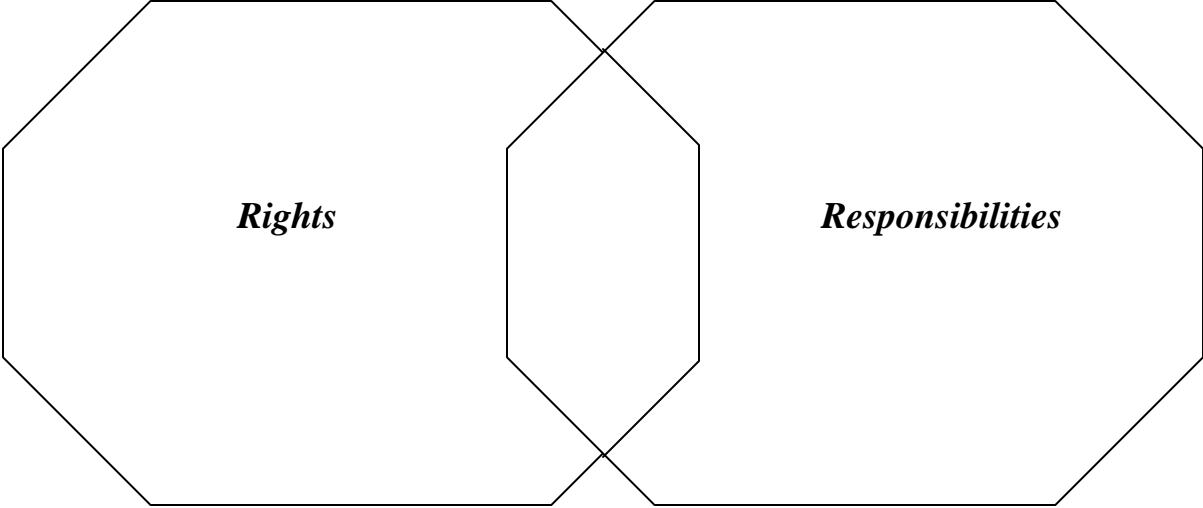
	Cooperative Learning	Inquiry Learning	Direct Instruction
<p>Go to www.sacsc.ca Click on Resources, Strategies for strategy descriptions</p>	<ul style="list-style-type: none"> • Think-pair-share • Discussion (small and large group) 		<ul style="list-style-type: none"> • Lecture • Video

Generalization and Transfer	Peer Teaching	Empathy/Affective Education	General Teaching Activities/Ideas
		<ul style="list-style-type: none"> • Journalling 	<ul style="list-style-type: none"> • Venn diagram • United Nations Declaration of Human Rights handout

Supplementary Resources

- www.oprah.com/uyl/charities/uyl_charities_ftc_schools.jhtml (go to School in Ecuador and click “watch”)
- Atgwa, P., and R Lotig, 1998. *Stand UP For Your Rights*. Chicago: World Book

Venn Diagram



Student Handout 2

www.unicef.org/crc/files/Rights_overview.pdf