



## 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 3: Wearing Someone Else's Shoes

#### Objective

To develop a deeper awareness of a fellow child's life, in a developing nation, through role playing and examination of what world organizations are doing to secure rights for these children.

#### 🕒 Time

This lesson will take approximately three hours of class time; it is recommended that the lesson be completed over an afternoon or in back-to-back classes.

#### ✂️ Materials

- Student Handout 1: *United Nations Declaration of Human Rights* (from Lesson 1)
- Website: [www.unicef.org](http://www.unicef.org)
- World map

- Small United Nations flags: download image from [www.un.org/depts/dhl/maplib/flag.html](http://www.un.org/depts/dhl/maplib/flag.html)
- Student Handout 2: List of agencies/organizations

## Getting Started

### Knowledge Now

Have students individually list as many of the children's rights as they can recall. (Remember, we are not emphasizing rote memory skills, but their understanding of children's rights). Have them pair-share and then compile a list as a class. Explain that that day's lesson will challenge these rights as we look at real life scenarios of children from India.

### Engaging Interest

Have students pair up with a buddy and ask them to trade one of their shoes for the duration of the class or have students place their right shoe in the middle of the room. Each child could then take one of these shoes and wear it for the duration of the class. Ask students to stand up and walk around in their new shoes. Discuss how they feel. Are they uncomfortable? Do they feel any different? Explain that they are going to play a game in which they will take on the identity of another child.

### Learning Activities

Use materials from website [www.netaid.org/educators/world-class/](http://www.netaid.org/educators/world-class/). It is highly recommended that teachers download the facilitator's guide to ensure complete understanding of the game. It is also recommended that teachers laminate the cards so that the game can be used for years to come.

Explain to students that they will be taking on the role of a child from Tamil Nadu, India. Find this place on the class map (large laminated map from lesson 2). What do we know about India so far? (Note: This is one of the countries that Grade 3 students study in the AB program of studies. General Outcome: Students will demonstrate an understanding and appreciation of Canada's roles and responsibilities in global citizenship in relation to communities in India, Tunisia, Ukraine and Peru).

- India is approximately 1/3 the size of Canada, but has 1 billion people. What challenges might the people/children face?
- Explain that for the next hour the class will wear the shoes of a child who lives in Tamil Nadu, India.
  - Handout Identity Sheets to each student and have them study the photo and life facts. Explain that this is a real child living in Tamil Nadu right now and is assisted by an organization called Net Aid. They are not made up people! [http://www.netaid.org/act\\_now/gce/gce/2005/worldclass\\_gce.html](http://www.netaid.org/act_now/gce/gce/2005/worldclass_gce.html)
  - Share some of the Indian children's dreams and how they are going to reach them.
  - Ensure that students know which district they live in. A, B, or C.
  - Encourage students to really examine their card for information about their family, resources and any other life circumstances that make a difference in whether one can go to school or not.
  - Point out that some of the identity sheets have a heart on them. This heart indicates that the child gets support from Net Aid. One can use a Net Aid scholarship to get into school at any time, but one may use it only once.
  - The goal of the game is to earn enough years of school to achieve your dream.

- Explain that life circumstances may affect whether a person can go to school or not. Review classroom expectations regarding movement in the room.
- Play the game as per facilitator's guide.
- Reflect upon the game and how the students felt? Ask them:
  - Was the game fair or unfair and why?
  - What did you learn about quality of life?
  - What was it like to be a child in Tamil Nadu?
  - How important were resources such as bus tickets to staying in school?
  - What resources do you have in your life that helps you stay in school?
  - What will you take away from this role-playing experience?
- Have students reflect upon their feelings in a journal portfolio piece.
- Explain that Net Aid and UNICEF are two international organizations dedicated to the United Nations Eight Millennium Development Goals (MDGs). These are goals that the United Nations has set for the world for the year 2015.
- Write out these goals beside the list of rights the students created at the beginning of the class (or this can be completed beforehand by the teacher):
  - Goal 1: Eradicate extreme poverty and hunger
  - Goal 2: Achieve universal primary education
  - Goal 3: Promote gender equality and empower women
  - Goal 4: Reduce child mortality
  - Goal 5: Improve maternal health
  - Goal 6: Combat HIV, AIDS, malaria and other diseases
  - Goal 7: Ensure environmental sustainability
  - Goal 8: Develop a global partnership for development
- Have children make the connection between rights and the MDGs. Are there connections? Which ones match?
- Explain that they will do a research project with partners to find out about an organization from Alberta that supports the Millennium Development Goals.

## Assessment/Analysis

- Student's will gather information about specific Canadian NGOs (see Handout 1) and create a visual presentation portraying:
  - The who, what, where, why and how of the organization, and
  - MDGs and children's' rights
- Pairs will work together to decide which goals are being met and then will share information about their organization and its work with the class in an oral presentation format.

## Application

Ask students to do a media survey of radio, television, internet news groups and newspapers over the next week and see if they can find any organizations on their list mentioned in the media. Share with the class.

## Activities for Extension and/or Integration

- Students may be very interested in an organization and may want to participate in that organization's projects. This may be individual, class, or schoolwide.
- Another activity may involve letter writing. See [www.netaid.org](http://www.netaid.org) for a student letter writing campaign for children age 6–11.

## 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

- explore ideas and feelings by asking questions, talking to others and referring to oral, print and other media texts

### 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
- contribute ideas and information on topics to develop a common knowledge base in the group

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

<b>Go to</b> <a href="http://www.sacsc.ca">www.sacsc.ca</a> <b>Click on</b> Resources, Strategies for strategy descriptions	<b>Cooperative Learning</b>	<b>Inquiry Learning</b>	<b>Direct Instruction</b>
	<ul style="list-style-type: none"> <li>• Think-pair-share</li> <li>• Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Research</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> </ul>

<b>Generalization and Transfer</b>	<b>Peer Teaching</b>	<b>Empathy/Affective Education</b>	<b>General Teaching Activities/Ideas</b>
<ul style="list-style-type: none"> <li>• Role play</li> </ul>		<ul style="list-style-type: none"> <li>• Journalling</li> </ul>	<ul style="list-style-type: none"> <li>• Brainstorming</li> </ul>

## **List of Agencies**

**CAUSE Canada—[www.cause.ca](http://www.cause.ca)**

**Change For Children Association—[www.changeforchildren.org](http://www.changeforchildren.org)**

**Foster Parents Plan—[www.fosterparentsplan.ca](http://www.fosterparentsplan.ca)**

**Rainbow of Hope For Children—[www.sts-com.ca/rainbowofhope](http://www.sts-com.ca/rainbowofhope)**

**USC Canada—[www.usc-canada.org](http://www.usc-canada.org)**

**Free the Children—[www.freethechildren.org](http://www.freethechildren.org)**

**Canada World Youth—[www.cwy-jcm.org](http://www.cwy-jcm.org)**