



Unit 9—Children’s Rights around the World

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Subject and Level

Social Studies 3 (can be altered to address Grade 5 and 6 social studies)

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

Unit Plan Objective

This unit will encourage students to examine and understand ten to fifteen articles of the United Nations Declaration of Human Rights. Through the study of poetry, online testimonials, role-playing and statistical data, students will develop greater awareness of how these rights impact their lives here in Canada and what it might be like to live in country where they do not have the same rights. Through their study, students will understand the role of the United Nations, CIDA, UNESCO and NGO’s in upholding and supporting children’s rights around the world.

Lesson 4: Where Do We Go From Here?

Lesson Objective

To develop an understanding of the quality of life of children around the world through analysis and graphing of statistical data, and through personal reflection on what the future holds.

Time

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

Materials

- Student Handout 1— United Nations Declaration of Human Rights (from Lesson 1)
- Website: www.unicef.org
- Long piece of butcher paper to graph statistics
- State of Children quiz www.unicef.ca/kids/assets/stateQuiz_en.pdf
- Students’ journals
- Handout 2—List of agencies
- Handout 3—Rubric for presentations

Getting Started

Knowledge Now

Have students discuss quality of life. What makes up our quality of life? Discuss what we have in our city to enhance our basic needs. Define *wants* and *needs* in relation to the class definition of quality of life.

Engaging Interest

Have students list as many agencies/resources in their life as possible on local, national and international levels. Make three charts on the board and brainstorm as a class. These can include McDonald's restaurants, movie theatres, water sanitation, Space Science Centre, International Airport, etc.

Have students work in pairs and decide if each service selected is one that they *want* or one that they *need*. Have them use Handout 1 and spend a short time grouping their own lists. Discuss their responses in terms of quality of life.

Explain that we will be learning about a variety of agencies today that strive to enhance the quality of life for children, and examining statistical data to determine the progress toward meeting the millennium development goals (identified in Lesson 3).

Learning Activities

Have students refer to the list of agencies that work to assist children around the world (see Handout 2). Begin with local agencies and have students present their research findings in a class presentation.

- Each presentation should include the following information:
 - Name of agency and/or explanation of acronym
 - Local, national or international?
 - Origin? Year?
 - Main goal(s)?
 - Examples of recent project.
- Students may use posterboard to visually display their findings using basic inquiry skills of *who, what, where, when, why* and *how*.
- Following the presentations, have students discuss the large number of agencies that exist worldwide.
- Refer back to the State of the Children Quiz where students learned that 1 billion children are without clean water. Have students hypothesize about the extreme needs that still exist for children in our world and the large number of agencies that are working to meet their needs. How do they see this changing? Discuss. Students may want to journal their feelings about this as well.
- Hand out large graph paper and explain that we will be using two qualifiers of quality of life (education and health services) and two children's rights (the right to education and the right to health) to analyze data from UNICEF. **Note:** There are many qualifiers for quality of life and the teacher can choose from the list. Rather than education and health services, you may want to focus on literacy and clean water. Pull up data on class screen from
 - www.childinfo.org/areas/water/countrydata.php
 - www.childinfo.org/areas/education
 - www.childinfo.org/areas/education/table3.php

Teaching Suggestion

Use www.childinfo.org/areas/education as a starting point for introducing this data analysis activity. With the information on the screen, hand out graph paper to students and have them label each axis. The vertical axis will be labeled “Children out of school in millions.” Have students examine data with you and ask them how they would label the y-axis, counting up, to be able to include all the data. Each axis must start at 0. Have students create their y-axis by counting by 2s. As this data is in millions, it will have to accommodate the largest number in our data, which is 62.2 million. Have students list the categories/countries on the horizontal axis (x-axis) and explain that they will need to have two columns for each: male and female. Begin by graphing the information together so that students are comfortable with this method.

Next, students can try graphing on their own. **Suggestion:** print off a hard copy of the data and cut it alphabetically in 19 or 20 even parts to hand out to students. Each student will then graph the data chosen on their own personal graph. (This number will depend on number of students in the class). Hand out these groupings to students to graph on a bar graph. See Supplementary Resources for instructions/directions.

Have students mark 0 on the left of their graph and use each line to count by 10s up to 100. The y-axis should be labelled “percentage of population with improved drinking water.”

The students will use the horizontal axis (x-axis) to list each of their 10 countries and then fill in their bar graph accordingly.

Once individual students’ graphs are completed, roll out a long piece of butcher paper in the hallway and have students place their graphs alphabetically on the paper. This large scale depiction of the data will provide a startling visual impact as to conditions existing around the world with reference to drinking water.

In this activity, students will have the opportunity to analyze data on a personal level and, once combined with the other students’ graphs, on a global level as the finished product showcases data for 195 countries.

Graphs can be done for water and education (teacher or student’s choice).

Assessment/Analysis

- Students will ask each other questions related to their research findings.
- What conclusions can we draw from the number of agencies researched and the statistical information on the state of the world’s children?

Application

Students will journal their response to this activity and to the vast number of children worldwide whose basic needs are still not met. Students will reflect on the millennium goals and write their feelings about these goals being met by 2015 or not. What solutions do they have to this worldwide situation?

Activities for Extension and/or Integration

- Representatives from agencies with a local presence, such as UNICEF, can form a panel discussion for the class/school to examine how various agencies are working to meet the needs of children around the world.
- Government representatives can be invited to speak about what Alberta and Canada are doing to promote children's rights within Canada and around the world.
- This lesson would work well with an integrated mathematics lesson.
- Students may write to their elected Member of Parliament and explain what they have learned and find out what our country is doing to work toward the millennium development goals.

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 a democracy and examining links/interaction between Canada and the global community.

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

Go to www.sacsc.ca Click on Resources, Strategies for strategy descriptions	Cooperative Learning	Inquiry Learning	Direct Instruction
	<ul style="list-style-type: none"> • Think-pair-share • Discussion 	<ul style="list-style-type: none"> • Problem solving 	

Generalization and Transfer	Peer Teaching	Empathy/Affective Education	General Teaching Activities/Ideas
	<ul style="list-style-type: none"> • Presentation 	<ul style="list-style-type: none"> • Journalling 	<ul style="list-style-type: none"> • Venn diagram on wants and needs • Brainstorming

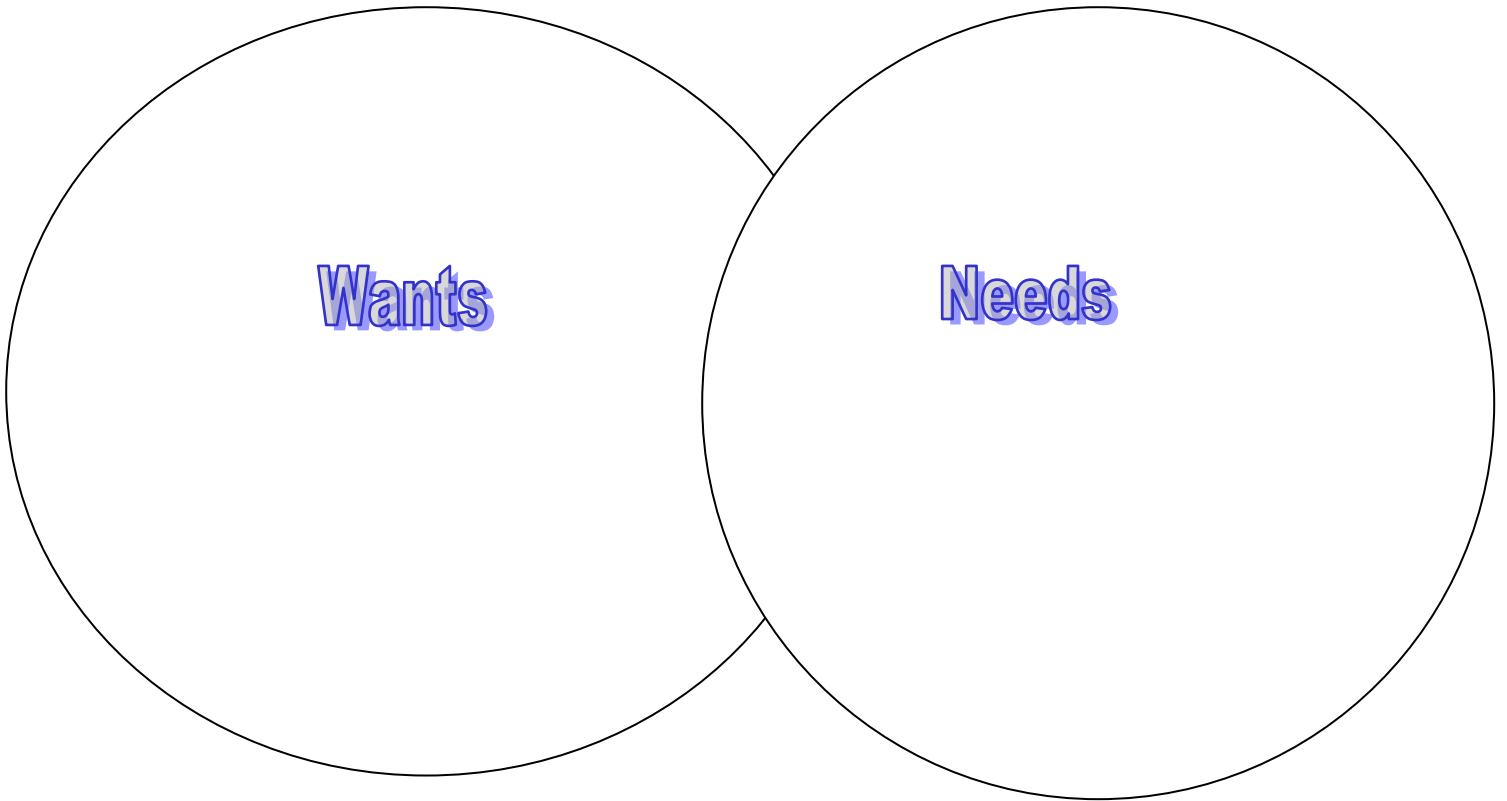
Supplementary Resources

Creating a bar graph: www.ncsu.edu/labwrite/res/gh/gh-bargraph.html

Math curriculum connections:

www.education.gov.ab.ca/k%5F12/curriculum/bySubject/math/elemmath.pdf

Venn Diagram—Wants and Needs



Handout 2:

List of Agencies

Canada World Youth www.cwy-jcm.org

CAUSE Canada www.cause.ca

Change For Children Association www.changeforchildren.org

Free the Children www.freethechildren.org

Foster Parents Plan www.fosterparentsplan.ca

Rainbow of Hope for Children www.sts-com.ca/rainbowofhope

Save the Children Canada www.savethechildren.ca

USC Canada www.usc-canada.org

Suggested Rubric for Oral Presentations

5

Students demonstrate outstanding knowledge of their subject area. They present this knowledge with enthusiasm and confidence, making eye contact with their audience, and speaking in a clear tone of voice, loud enough to be heard. They use visuals/props to enhance their presentation. Their presentation is focused, with a clear introduction, body and conclusion.

4

Students demonstrate very strong knowledge of their subject area. They present with confidence, ensuring that they make eye contact and speak in a clear tone of voice. They may use visuals/props to enhance their presentation. Their presentation may lack some focus in terms of introduction, body of content and conclusion.

3

Students demonstrate acceptable knowledge of their subject area and present with a degree of order in terms of introduction, body and conclusion. They work hard at making eye contact and speaking in a clear voice, loud enough to be heard.

2

Students' knowledge of their subject level lacks depth and may be presented without focus/order. They may demonstrate difficulty in maintaining eye contact and sustaining a clear speaking voice.

1

Students do not demonstrate an understanding of their subject matter. They appear unfocussed in their presentation of information making it difficult to follow. They have difficulty in maintaining eye contact and sustaining a clear speaking voice.