



Grade 7 to 9
Social studies; English Language Arts

Developing
Self-Esteem

Living
Respectfully

Respecting
Diversity

Preventing
Prejudice

Unit Two—Human Rights; Human Freedoms

Contributor

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Unit Plan Objective

Students will increase awareness and understanding of the role of Canada's non-governmental organizations (NGOs) and Alberta's NGOs in developing countries. Through a variety of activities including the examination of the Canadian Charter of Rights and Freedoms and the United Nations Convention on the Rights of the Child, students will research both local and national non-governmental agencies and identify their role pertaining to issues of governance, rights, citizenship and identity. Students will be able to identify the Right and/or Freedom that is either being abused or is missing from the lives of people living in third world countries. Students will share their findings with their peers.

Time

This Unit is comprised of three lessons. It is recommended that the teacher address each lesson in the order it is introduced. This unit will take approximately 12 class periods depending on Extension Activities chosen and student interest.

Lesson 1 Canadian Rights; Canadian Freedoms

Objective

Through various activities including personal reflection, group interaction, and creating a class book, students will become familiar with the Canadian Charter of Rights and Freedoms. Through reading, listening, viewing, speaking and representing students will be able to transfer their knowledge of the Canadian Charter with the United Nations Convention and the Millennium Development Goals.

Time

This lesson will take approximately three class periods depending on the Extension Activities chosen.

✂ Materials (list materials, handout titles and overhead titles) Texts and websites are listed under Supplementary Resources.

- Computers/internet
- Journal/ Reflection book

- Chart paper; felts
- Student Handout 1 *Canadian Charter of Rights and Freedoms*

Getting Started

Knowledge Now

In small groups students will brainstorm what they already know and understand about their rights as Canadian citizens. This activity can begin with the following stem: *As a Canadian citizen, I have a right to...*

Each group will discuss their ideas with the rest of the class.

Learning Activities

Activity

Cooperative Carousel – The Canadian Charter of Rights and Freedoms

The purpose of this activity is to introduce students to the Canadian Charter of Rights and Freedoms. This activity should encourage them to think about what they already know and understand about this Charter and to begin posing questions or voicing concerns about what is written and what is a lived experience for many Canadian people.

- The teacher posts six flip chart papers onto different walls in the classroom, highlighting one of the following
 - Fundamental Freedoms
 - Democratic Rights of Citizens
 - Mobility Rights
 - Legal Rights
 - Equal Rights
 - Aboriginal Rights and Freedoms not affected by the Charter
- Divide the class into six groups. Station one group at each poster and provide them with several felt pens. (Like a shot-gun start in a golf tournament).
- The task is for each of the six groups (each stationed at a different chart) to brainstorm ideas that focus on each word stimulus. Begin by writing the group members' ideas on the first chart. Allow one minute at each station, and then ask each group to rotate to the next station (clockwise) and continue to add their group members' ideas to the list previously started. Ask participants to add only new ideas to the list.
- Debrief this activity by rotating all the groups around the room again. This allows them to see the ideas that were added since their group was at that station. On the second rotation, ask each group to put a star beside a good idea that was added to the list by another group.

Direct Instruction

- Student Handout 1 *Canadian Charter of Rights and Freedoms*
 - With the entire class go through each of the Rights and Freedoms and discuss the language of each to ensure understanding.
 - In partners, students will log onto a website (see *Supplementary Resources*) Canadian Charter of Rights and Freedoms to get an in depth look at the factors affecting each area.

Activity

Teacher will divide the class into six (different) groups – each one representing a different Right or Freedom. Students will reinforce what they have learned by *teaching* their peers about that

specific area by addressing the following questions: *What is the meaning of (Right or Freedom)? What does this look like in our school? What does this look like in our larger community or country? What does this look like from a global context?* Students may wish to cut out news articles depicting Rights and Freedoms.

Assessment/Analysis

- Journal – *Do people worldwide experience similar Rights and Freedoms?*
- Students will create a class book titled *The Canadian Charter of Rights and Freedoms – A Students' Perspective*.

Application

Students peruse daily newspapers to track examples of how the Canadian Charter of Rights and Freedoms is honoured and if/how these Rights and Freedoms are abused.

Activities for Extension and/or Integration

- Drama presentation depicting abuse of the Charter
- Narrative/Essay – examining/portraying one or more of the rights and freedoms
- Power Point accompanied by music depicting the Canadian Charter of Rights and Freedoms – Youth Perspective

Subject and Level Learner Outcomes for Subject and Level

Go to http://www.learning.gov.ab.ca/k_12/curriculum/bySubject/ Click on this lesson's subject and level. List the specific outcomes that this lesson addresses.

Social Studies 9

Values and Attitudes

9.1.3 Appreciate how emerging issues impact quality of life, citizenship and identity in Canada
Knowledge and Understanding

9.1.5 Analyze the role that citizens and organizations play in Canada's justice system by exploring and reflecting upon the following questions and issues:

- How do citizens and organizations participate in Canada's justice system (i.e., jury duty, knowing the law, advocacy, John Howard Society, Elizabeth Fry Society)?

Research for Deliberative Inquiry

Students will:

9.S.7 apply the research process:

- reflect on changes of perspective or opinion based on information gathered and research conducted
- draw conclusions based upon research and evidence
- organize and synthesize researched information
- include and organize references as part of research analyze and synthesize information to create a product

English Language Arts

1.1 Discover and Explore

- extend understanding by taking different points of view when rereading and reflecting on oral, print and other media texts

- develop and extend understanding by expressing and responding to ideas on the same topic, in a variety of forms of oral, print and other media texts

1.2 Clarify and Extend

- integrate own perspectives and interpretations with new understandings developed through discussing and through experiencing a variety of oral, print and other media texts

2.2 Respond to Texts

- relate the themes, emotions and experiences portrayed in oral, print and other media texts to issues of personal interest or significance

3.1 Plan and Focus

- synthesize ideas and information from a variety of sources to develop own opinions, points of view and general impressions

3.3 Organize, Record and Evaluate

- reflect on new understanding and its value to self and others

5.2 Work within a Group

- contribute to group efforts to reach consensus or conclusions, by engaging in dialogue to understand the ideas and viewpoints of others

Safe and Caring Topics and Concepts <http://www.sacsc.ca/lessons/lessonplans/>

Living Respectfully

- Examining ways that injustice affects people
- Examining external controls by others versus intrinsic motivation
- Examining intimidation versus respect
- Examining rights and responsibilities
- Working cooperatively in groups
- Respecting and appreciating others' ideas, insights, solutions and contributions
- Developing positive interdependence and relying on each other to complete tasks

Developing Self-Esteem

- Communicating thoughts and feelings
- Striving for competency builds self-esteem

Respecting Diversity and Preventing Prejudice

- Respecting human rights
- Examining the meaning of respect for the dignity and rights of all persons... without prejudice as to race, religious beliefs, colour, sex, sexual orientation, physical characteristics, dress, age, ancestry, or place of origin

Teaching Strategies

Go to <http://www.sacsc.ca/lessons/introduction/default.asp> Click on **Strategies** and select those that apply to this lesson or unit plan. List each under the appropriate heading.

	Cooperative Learning	Inquiry Learning	Direct Instruction
Go to http://www.sacsc.ca/Resourses_Strategies.htm	<ul style="list-style-type: none"> Small/Large group discussion(s) Cooperative Carousel 	<ul style="list-style-type: none"> Researching information re: Canadian Charter of Rights and Freedoms 	<ul style="list-style-type: none"> Student handouts with guidelines/instructions

Generalization and Transfer	Peer Teaching	Empathy/Affective Education	General Teaching Activities/Ideas
<ul style="list-style-type: none"> Class Book <i>The Canadian Charter of Rights and Freedoms – A Student's Perspective</i> 	<ul style="list-style-type: none"> Presenting results of research to peers 	<ul style="list-style-type: none"> Journal 	

Supplementary Resources

List texts (provide complete bibliography), websites and other sources that support this unit plan.

- Google News Canada
<http://news.google.ca/news?q=Canadian+Charter+of+Rights+and+Freedoms&hl=en&lr=&sa=N&tab=nn&oi=newsr>
- The Canadian Charter of Rights and Freedoms
<http://www.efc.ca/pages/law/charter/charter.text.html#1>
- CAUSE Canada www.cause.ca
- Save the Children Canada www.savethechildren.ca
- CODE Canada www.codecan.org
- Amnesty International Canada www.amnesty.ca
- Canadian Coalition for the Rights of the Children www.rightsofchildren.ca
- Canadian Human Rights Foundation www.equitas.org
- Human Rights Internet www.hri.ca
- Oxfam Canada www.oxfam.ca
- Rights and Democracy www.ichrdd.ca
- United Nations Association in Canada www.unac.org
- UNICEF Canada www.unicef.ca

Canadian Charter of Rights and Freedoms

Fundamental Freedoms

- freedom of conscience and religion;
- freedom of thought, belief, opinion and expression, including freedom of the press and other media of communication;
- freedom of peaceful assembly; and
- freedom of association

Democratic Rights of Citizens

- Every citizen of Canada has the right to vote in an election

Mobility Rights

- Every citizen of Canada has the right to enter, remain in and leave Canada.
- Every citizen of Canada and every person who has the status of a permanent resident of Canada has the right
 - to move to and take up residence in any province; and
 - to pursue the gaining of a livelihood in any province

Legal Rights

- Everyone has the right to life, liberty and security of the person and the right not to be deprived thereof except in accordance with the principles of fundamental justice.
- Everyone has the right to be secure against unreasonable search or seizure
- Everyone has the right not to be arbitrarily detained or imprisoned
- Arrest or detention; proceedings in criminal and penal matters (#9 and #10)
- Everyone has the right not to be subjected to any cruel and unusual treatment or punishment

Equal Rights

- Every individual is equal before and under the law and has the right to the equal protection and equal benefit of the law without discrimination and, in particular, without discrimination based on race, national or ethnic origin, colour, religion, sex, age or mental or physical disability

Aboriginal Rights and Freedoms not affected by the Charter

- The guarantee in this Charter of certain rights and freedoms shall not be construed so as to abrogate or derogate from any aboriginal, treaty or other rights or freedoms that pertain to the aboriginal people of Canada including
 - any rights or freedoms that have been recognized by the Royal Proclamation of October 7, 1763; and
 - any rights or freedoms that now exist by way of land claims agreements or may be so acquire.