



Grade 7–9  
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 3 Non-Governmental Organizations

#### Objective

Through research and analysis, students will become knowledgeable of the activities and objectives of local non-governmental organizations. As a culmination for this unit of study, students will organize an *NGO Fair* where a number of 3-panel table displays will be set up throughout the gymnasium to be shared with the larger student body and extended community.

 **Time** This lesson will take approximately five class periods depending on the Extension Activities chosen as well as student interest and enthusiasm.

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

- Computer and internet access

- 3-panel table displays (one per group)
- Student Handout: NGO Fair and Presentation

## Getting Started

### Knowledge Now

- Students will review the NGO summaries from Lesson 2
- Each student will choose *one* NGO that created the most interest for them

### Engaging Interest

- Through interest, students will be partnered with a peer to begin their research of a specific non-governmental organization
- Let students know that they will be presenting their findings to the entire school community and possibly other community members during an NGO Fair. This event will be held in the gymnasium.

Note: The teacher should make sure to clear this idea with administration and staff prior to planning and organizing with students.

## Learning Activities

Activity: NGO Research, Presentation and Displays (3-panel)

- With their assigned partner, students will collect data on a specific non-governmental organization. Give each student a copy of Handout: *NGO Fair and Presentation*.
- Depending on class size the following list of NGOs should be showcased. Students refer to the handout they received in Lesson 2 for appropriate URL.
  - Ainembabazi Children's Project
  - CAUSE Canada
  - The John Humphrey Centre for Peace and Human Rights
  - CODE Canada
  - Northern Alberta Alliance on Race Relations
  - UNICEF Canada
  - International Education and Resource Network
  - Oxfam Canada
  - Youth Canada Association
  - Save the Children Canada
  - United Nations Association in Canada
  - Canadian Catholic Organization for Development and Peace
  - Foster Parents Plan
  - Canadian Coalition for the Rights of the Children
  - Change for Children Association
  - Ghost River Discovery

Note: Included in this list is the Ghost River Discovery site. Ghost River Rediscovery is a non-profit organization that offers outdoor and cultural education programs based on Aboriginal traditions and values. They are recognized for their capacity to run quality programs that promote the rediscovery of tradition and the development of healthy, sustainable lifestyles among children and youth. Although this site does not specifically address Canada's Chart, the UN's Convention or the Millennium Development Goals, a connection can easily be made.

- Once students have accessed the required information, *they will plan and organize* how they will present this information using their 3-panel display.

## Assessment/Analysis

- The first presentation will be in front of class members. Feedback will prepare students for the NGO Fair.
- Non-Governmental Organization Fair in the school gymnasium. This fair should be held in the school gymnasium (or other open area) and set up along the perimeter. The entire school community (students, teachers, support staff, and parents) should have the opportunity to move from one display to the next and make comments or ask questions. Invitations can be sent out to the larger community thus creating a connection to the school. Invitations can be in the form of a newsletter or an advertisement in the local paper.

## Application

- After school wide presentations of non-governmental organizations, the school community can look into class participation and/or whole school participation with a local NGO – from knowledge to action.

## Activities for Extension and/or Integration

- Individual classrooms or school wide involvement for the entire school year – one or more projects.

## Subject and Level Learner Outcomes for Subject and Level

Go to [http://www.learning.gov.ab.ca/k\\_12/curriculum/bySubject/](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**

Go to < <http://www.sacsc.ca/lessons/lessonplans/> > Click on **Topics and Concepts** and select those that apply to this lesson or unit plan. List these here.

### **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 <a href="http://www.sacsc.ca/Resources_Strategies.htm">http://www.sacsc.ca/Resources_Strategies.htm</a>	<ul style="list-style-type: none"> <li>Group Presentations</li> </ul>	<ul style="list-style-type: none"> <li>NGO web search</li> </ul>	

Generalization and Transfer	Peer Teaching	Empathy/Affective Education	General Teaching Activities/Ideas
<ul style="list-style-type: none"> <li>3-Panel Display Creations</li> </ul>	<ul style="list-style-type: none"> <li>NGO School Wide Fair</li> </ul>		<ul style="list-style-type: none"> <li>Brainstorming</li> </ul>

## Supplementary Resources

List texts (provide complete bibliography), websites and other sources that support this lesson or 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>
- Ainembabazi Children's Project <http://www.ainembabazi.org/index.html>
- CAUSE Canada [www.cause.ca](http://www.cause.ca)
- Change for Children Association (CFCA) [www.changeforchildren.org](http://www.changeforchildren.org)
- Canadian Catholic Organization for Development and Peace (CCODP) [www.devp.org](http://www.devp.org)
- Foster Parents Plan [www.fosterparentsplan.ca](http://www.fosterparentsplan.ca)
- Ghost River Rediscovery <http://www.ghostriverrediscovery.com/home.htm>
- The John Humphrey Centre for Peace and Human Rights [www.johnhumphreycentre.org](http://www.johnhumphreycentre.org)
- Save the Children Canada [www.savethechildren.ca](http://www.savethechildren.ca)
- CODE Canada [www.codecan.org](http://www.codecan.org)
- Amnesty International Canada [www.amnesty.ca](http://www.amnesty.ca)
- Canadian Centre for International Studies and Cooperation [www.ceci.ca](http://www.ceci.ca)
- Canadian Coalition for the Rights of the Children [www.rightsofchildren.ca](http://www.rightsofchildren.ca)
- Canadian Human Rights Foundation [www.equitas.org](http://www.equitas.org)
- Canadian Race Relations Foundation [www.crr.ca](http://www.crr.ca)
- Human Rights Internet [www.hri.ca](http://www.hri.ca)

- International Education and Resource Network <http://www.learn.org>
  - Northern Alberta Alliance on Race Relations <http://www.naarr.org>
  - National Action Committee on the Status of Women [www.nac-cca.ca](http://www.nac-cca.ca)
  - Oxfam Canada [www.oxfam.ca](http://www.oxfam.ca)
  - Rights and Democracy [www.ichrdd.ca](http://www.ichrdd.ca)
  - United Nations Association in Canada [www.unac.org](http://www.unac.org)
  - UNICEF Canada [www.unicef.ca](http://www.unicef.ca)
  - Youth Canada Association <http://www.youcan.ca/index.php>
- Other? International Choices
- Human Rights Watch [www.hrw.org](http://www.hrw.org)

## NGO Fair and Presentations

### Directions and Suggestions

This is your opportunity to find out about one particular non-governmental organization and to share your discoveries with a larger audience. Each display must include the following:

- Name of organization
- Contact information
  - Contact person
  - Location(s)
  - Telephone/Fax/Email
  - Website Address
- Vision/Mission/Motto
- Projects
  - Briefly summarize each of the projects that the organization is involved with
  - Identify the various global locations where the outcome(s) of these projects have positive affects.
  - Choose one or two of the projects to highlight. Find out all you can about these particular projects. How will you present this information to your audience?
- Focus on youth involvement. How have youth contributed or become involved with this organization? Where are these youth from?
- Resources/Links
  - Are there any resources available for people to use? Examine three of these resources and share your findings with your audience.
- What's next? How can we get involved?
  - Present the possibilities of 'partnering' with this NGO.

### Evaluation

#### CONTENT

- Do you know and understand your chosen non-governmental organization?
- Could you answer all questions posed to you?
- Have you fulfilled all the requirements?

#### ORGANIZATION

- Is your 3-panel display set up in an organized fashion?
- Are all aspects clear and easy to read?

#### CREATIVITY

- Is your 3-panel display appealing to the observer?
- Were you able to create an emotional effect?
- Is there something that you and your partner did differently that added a unique dimension?

#### COMMUNICATION

- Were you able to clearly share your findings with your audience?
- Did your tone of voice exhibit enthusiasm, passion and confidence?
- Could you answer all questions asked by your audience without trepidation?