



Unit Plan 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 2: Children's Rights Are Not the Same

Objective

To develop an understanding of how children in developing nations live. Students will become familiar with the personal beliefs, values and priorities of children around the world through video analysis and discussion.

Time

This lesson will cover 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
- World map (individual and poster size—possibly laminated for reuse)
- Small United Nations flags: can download image from www.un.org/depts/dhl/maplib/flag.html
- Community scenarios: Student Handout 2
- Play money from Monopoly or other board game—enough for \$1000.00 for each group

- Video download from www.unicef.org/videoaudio/video_top_cartoons.html
- State of the World's Children's Quiz www.unicef.ca/kids/assets/stateQuiz_en.pdf

Getting Started

Knowledge Now

UNICEF works for children around the world. What are some of the ways UNICEF helps children? Discuss. What are some of the countries that UNICEF works in? Mark these countries with a United Nations flag on the world map. How would the lives of children in these countries be different from our own? Why? Chart student responses on the board. Explain that we will be examining the stories of children from some of these countries in this lesson and how their lives and priorities are the same/different than our own.

Engaging Interest

Divide the class into groups of four students. Hand out a “community scenario” (Student Handout 1) to each group with play money—\$1000.00 per group. Their task is to decide how to divide up the money to best meet the needs of this community. The teacher should go through the directions with students to ensure understanding and expectations. Once everyone understands how the game is played allow five–ten minutes for students to play.

Learning Activities

Discuss this exercise with the whole group. Was it difficult to make a decision? Why or why not? Explain that making these kinds of choices is what UNICEF has to do and deciding where the money goes is extremely difficult. How were individuals affected by their decisions? What would happen to the children/projects who did not receive funding in this scenario?

- Go to www.unicef.org. Using an LCD screen in the classroom, select three of the videos to view (teacher's choice—these videos change as new ones are added to the website).
- Ask students to use critical viewing techniques. This means that they will actively watch the videos and record information as they watch:
 - Name of country
 - Main topic/program discussed
 - Children's right that is targeted
 - How did UNICEF's actions make the children's life better? (improve quality of life)
- Have children do a pair-share activity and compare notes on the above information.
- Ask students to take out their writing pieces (journal entry) from Lesson 1 and talk about their top three rights? Record them on the board.
- Ask students to reflect on whether the three children in the videos would have similar or different priorities than they did, as a class, and why? Discuss as a large class.
- Have students do the State of the World's Children Quiz (see website under 'Materials'). This is a good activity to do as a class and have students read through together.
- Check answers from the quiz and discuss.
- Explain that people from around the world work for children's rights and seek to educate people using various media. One way is through cartoons.
- Refer to handout from last day: Children's Rights. Go over each of these rights and ensure students understand them.
- Ask students to view cartoons at www.unicef.org/videoaudio/video_top_cartoons.html and determine which right each corresponds to.

- Debrief video and discuss power of image to depict children’s rights.

Assessment/Analysis

- Have students go back to their portfolio piece. From that day’s lesson, do they still feel that these are their top three? If they have changed, why?
- Have students select the children’s right that is the most important to them and think of an image/visual they would use to depict this. Have them sketch it first then do a good copy on good quality large paper using a variety of art materials, such as fabric, mosaic pieces, watercolours, felt pens. Words should be on the back only.
- Explain that this art piece will form their “flag” for a Children’s Right Flag ceremony to culminate this study.
- Have them add this artwork to their portfolios.

Application

Ask students to think back to the children in the video and how it would feel to wear their shoes, even for a day. How would their daily life and priorities change?

Activities for Extension and/or Integration

What other organizations are involved with children around the world? Examples are Canadian International Development Agency (CIDA), and United Nations Educational, Scientific and Cultural Organization (UNESCO), etc. Ask students to think about any other organizations they know about. They can make a list.

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

- connect prior knowledge and personal experiences with new ideas and information in oral, print and other media texts
- explain understanding of new concepts in own words

1.2 Clarify and extend

- ask questions to clarify information and ensure understanding

4.3 Present and Share

- use print and nonprint aids to illustrate ideas and information in oral, print and other media texts

5.1 Respect others and strengthen community

- demonstrate respect for the ideas, abilities and language use of others
- retell, paraphrase or explain ideas in oral, print and other media texts

5.2 Work within a group

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

Go to www.sacsc.ca Click on	Cooperative Learning	Inquiry Learning	Direct Instruction
Resources, Strategies for strategy descriptions	<ul style="list-style-type: none"> • Think-pair-share • Discussion 	<ul style="list-style-type: none"> • Problem solving 	<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"> • Creating a visual representation of a children’s right on a “flag”/poster • Brainstorming

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
- www.unicefgames.com/heroes/frames_large.html This is a wonderful computer game resource for students who are interested in becoming a UNICEF volunteer and heading out on “missions”.

Community Scenario

In a small village in Sierra Leone, the community wants to build a school. At the same time, there are many street children who are living in poverty on the streets and need a place to live and food to eat. Furthermore, the farmers desperately need a well to provide fresh clean water to their families and to help irrigate their crops. UNICEF has provided you with \$1,000 in relief funds to assist this community. How would you divide up these resources and why?

Established Costs:

A. School

Architectural drawing of school building: \$100
Workers for the building: free/volunteers
Salary for supervisor/safety inspector: \$200
School building materials: \$500
School supplies such as desks, whiteboards, paper, etc: \$500
Teacher's salary: \$300 for each teacher

B. Home for Children

Building to use for house: \$300
Kitchen/cooking supplies: \$100
Furniture for the house including bedding and towels: \$300
Workers to run the shelter: \$100
Food for the children/one daily meal and milk: \$50 per month (\$600 per year)
Toys for the children: \$50

C. Well for the Farming Community

Irrigation team to find water underground: \$500
Workers to dig the well: \$300
Supplies to install the well pump: \$200
Ongoing maintenance costs: \$50 per month (\$600 per year)

Student Handout 2

To download a copy of the summary of the rights under the Convention on the Rights of the Child, go to www.unicef.org/crc/files/Rights_overview.pdf.