



## Unit Plan 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 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 a 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 5 Celebrating Children’s Rights—Making a Difference

#### Objective

To use a fine arts approach to celebrate children’s rights and promote understanding of children’s rights

#### ⌚ 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)
- Book: Fitch, and Labrosse. *If You Could Wear My Sneakers*. 1997.
- Individual Flags—these can be pre-made with toothpicks and small paper
- Statistical chart for display purposes
- Online story of *Lucy and The Invisible Children* from [www.unicef.org/sowc06/lucy/](http://www.unicef.org/sowc06/lucy/)

### Getting Started

#### Knowledge Now

Brainstorm together and list on the board:

- What are some of the ways *individuals* are working to promote children’s rights?

- What are some of the ways *groups* are working to promote children’s rights?
- What are some of the ways *countries* are working to promote children’s rights?
- What are some of the ways *international organizations* such as the United Nations are working to promote children’s rights?

## Engaging Interest

Watch the video *Lucy and the Invisible Children* from [www.unicef.org/sowc06/lucy/](http://www.unicef.org/sowc06/lucy/). Discuss the video and children’s response to it. Are there invisible children in our society?

## Learning Activities

What are some of the ways we as individuals, as a class, as a school and as a greater community can promote children’s rights and ensure that no child is invisible? (These questions can be addressed individually so as not to confuse the students *or* students can work in four groups where each group is responsible for brainstorming one focus—share with entire class)

List all ideas on the board as a giant mind-map. (One idea will lead to many.)

Suggestions may include selling art cards, writing to members of parliament, a bake sale, a raffle, touring classrooms...every idea is wonderful here for consideration.

- Explain that we are going to end our study of children’s rights with a promotion campaign designed by us.
- Show students Sheree Fitch’s book *If You Could Wear My Sneakers*. Read Sheree’s introduction in which she describes why she wrote the book and how it will benefit children around the world. This is an example of a promotional/awareness campaign which “spread the news” about children’s rights to a greater audience.
- Hand out poems from *If You Could Wear My Sneakers*. Ask students to pair up and read the poem to each other. Students will then perform the poem and the rest of the class will guess the children’s right it is representing. (Pages 31 and 32 of the book have the answer guide.)
- Have students work in pairs or small groups to develop a performance piece of their poem. Allow 20–30 minutes for groups to prepare a rap song, skit with words or other idea to share their poem with the large group.
- Hand out Student Resource 1 to students to complete as each group performs. This is a matching activity.
- Have students volunteer to perform their poetry pieces and have the audience match their poem to the corresponding right.
- Check over class answers as a large group.
- Ask students to refer back to the class list of ideas for promoting children’s rights.
- Have students decide if they want to work individually, in pairs or in small groups to develop a promotional/awareness campaign that the class can showcase in a schoolwide assembly.

## Assessment/Analysis

Students will utilize all information and statistics from this entire unit as they work on this project. It will serve as a culmination and celebration of their study of children’s rights.

## Application

A schoolwide assembly or display will showcase students’ flags at a special Children’s Rights Flag Ceremony where students can perform, recite and show what they have learned. Invite special community guests and parents to attend this special day!

## Activities for Extension and/or Integration

- Students may write to Sheree Fitch to tell her which poem was their favourite and why.
- Students may conduct an ongoing media review of articles and news stories that feature children's rights and/or agencies working to make a difference.
- Celebrate National Children's Day on November 20.
- Develop a relationship with one of the Alberta NGOs and work toward developing a relationship with them to make a difference.

## 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

<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>• 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>• Fine arts</li> </ul>			<ul style="list-style-type: none"> <li>• Schoolwide assembly</li> </ul>

## Student Handout 1

**Article 7** You have the right to a name and a nationality

**Article 12** You have the right to give your opinion in matters that affect you, and adults have to take it seriously

**Article 13** You have the right to say what you think, and give information to others, unless it gets in the way of others' rights

**Article 15** You have the right to meet, make friends and join clubs, unless it gets in the way of others' rights

**Article 16** You have the right to privacy

**Article 19** You have the right to be protected from abuse

**Article 23** If you are disabled, you have the right to special care to help you grow up in the same way as other children

**Article 24** You have the right to receive the highest standard of health and medical care possible

**Article 27** You have the right to enough food, clean water, health care, and shelter

**Article 28** You have a right to an education

**Article 30** You have the right to enjoy, practice and celebrate your own culture, language, and religion

**Article 31** You have the right to play

**Article 32** You have the right to be protected from work that damages your health or gets in the way of school

**Article 37** You have the right to fair treatment under the law

**Article 38** You have the right to be protected from war

### **Article #2**

**You have these rights, no matter what; all children do!**