

children's rights for you and me

A Junior Language Unit

Matches the Ontario Grade 4 Language Expectations

Length of Unit: approximately 8 hours

Includes:

- Five Lesson Plans
- Assessment Tools
- All Handouts

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Task Context

As a teacher, you play a major part in promoting children's rights by helping children grow up to be responsible citizens who contribute to the well-being of others. World Vision Canada shares in your vision and has created this document to help you educate students about the rights of children around the world. World Vision believes that when children's fundamental rights are understood and respected, they will mature into capable caring adults who respect the rights of others.

This unit has been designed, by teachers, to meet various Grade 4 Language expectations outlined by the Ontario Ministry of Education and Training guidelines. The unit can also be easily adapted to meet Language expectations in other grades and jurisdictions.

Task Summary

This unit will provide students with the opportunity to learn about their special rights as children. Through active participation in simulations and the reading of real life stories from children around the world, students will begin to empathize with other children in difficult situations. Thus motivated, the students will write about children from around the world, demonstrating their reading comprehension and communicating their feelings to others.

Language skills will be enhanced throughout the unit as students are required to read stories, complete worksheets, and create a final newsletter. The Ontario Ministry of Education and Training language expectations in reading, writing, and oral/visual communication that are met in this unit are listed at the beginning of each subtask.

Opportunities to enhance other skills, such as computer and media skills, are provided through extension activities. These include the use of interactive children's rights activities on the Internet, the World Vision Canada magazine, *Jump In*, and children's rights videos.

Culminating Task Assessment

The students, in small groups, will create a Children's Rights Newsletter to be distributed to parents and/or other students. Students are evaluated on their individual articles which reflect their ability to analyze stories and communicate their reading comprehension and viewpoint to others.

Links to Prior Knowledge

This unit assumes students can read and write.

Notes to Teacher

All pertinent information is provided within each lesson plan. A brief overview of the United Nations Convention on the Rights of the Child is presented on the following page. However, if you are interested in further background information, go to: www.unicef.org/ or www.worldvision.org.uk/CRC_Anniversary/.

For ease of use, all resources except those commonly found in the classroom are provided with this unit. Those activities which use the Internet, other print materials or videos are listed under Extension Activities. All extension resources that are not included in this package are listed on p. 43.

Time has been allotted for children to work on their newsletters. The students could be expected to do this work at home.

An (A) beside an expectation indicates that the expectation is assessed in the assessment strategies provided.

Children's Rights and Parents/Guardians

It is important to note that the Convention on the Rights of the Child does not encourage conflict between children and adult authorities. It confirms that children have the right to express their views and have their views taken into account, but it does not say that the children's views are the only ones to be considered. The Convention on the Rights of the Child defends children's basic rights, but it does not violate the parental right to decide what is best for their children.

This unit encourages the responsible use of rights. It encourages respect for children, but not at the expense of the human rights or responsibilities of others. This unit, like the Convention, encourages all citizens to work together to create a safe, healthy, and productive environment for children.

convention on the rights of the child

The Convention on the Rights of the Child is a 1989 United Nations treaty that clearly outlines the rights of all children¹ around the world. It is the most universally accepted human rights treaty in history. All but two countries (the United States and Somalia) have ratified this agreement, thus committing themselves to the protection of children's rights and agreeing to be accountable for this commitment before the international community.

The Convention on the Rights of the Child contains 54 articles, each of which specifies rights that are necessary to assure the well-being of children. These rights can be grouped into four categories²:

The Right to Survival

Children have the right to all basic needs, including the right to life, adequate shelter, food, water, and primary health care.

The Right to Develop

Children have the right to reach their fullest potential. Development rights include the right to education, constructive play, advanced health care, access to information, and freedom of thought, conscience and religion.

The Right to Protection

Children have the right to be protected from all forms of abuse, neglect and exploitation. Protection rights refer to issues such as special protection during war, child labour, drug abuse, abuses in the justice system, and sexual exploitation.

The Right to Participation

Children have the right to participate in society. This includes the right to express their ideas freely, to have a say in matters affecting their own lives, and to join associations.

¹ The Convention on the Rights of the Child defines children as all human beings under the age of 18, unless the relevant national laws recognize an earlier age of majority (article 1).

² UNICEF, *It's Only Right*, 1993.

summary of subtasks

Subtask	Description of Activity
1	<p>Children’s Rights for You and Me Students become aware that they, as children, are born with inherent rights. The students create their own Classroom Bill of Rights and List of Responsibilities to be used throughout the unit and during the rest of the year.</p>
2	<p>The Right to Survival Through a simulation activity, students experience one reason why many children are denied the right to survival – the unequal distribution of resources in the world. Students read real-life survival stories and write a short article for their peers, reporting the basics of the story.</p>
3	<p>The Right to Develop Through a simulation activity, students experience the consequences of unequal access to education. Students read stories about children and communities overcoming obstacles to basic schooling. Students write an analytic article communicating the basics of the story and their viewpoint. They share their stories with the class.</p>
4	<p>The Right to Protection Students create a drama based on their analysis and interpretation of real-life stories of children in need of protection.</p>
5	<p>The Right to Participation (Culminating Activity) Students practise their right to express themselves by creating a Children's Rights Newsletter. Students are evaluated on their individual articles which reflect their ability to analyze stories and communicate their reading comprehension and viewpoint to others. The newsletters can be distributed to parents, classmates, or to other students in the school.</p>

children's rights for you and me

Description

Students become aware that they, as children, are born with inherent rights. The students create their own Classroom Bill of Rights and a List of Responsibilities to be used throughout the unit and during the rest of the year.

Expectations¹

4e1 – communicate ideas and information for a variety of purposes and to specific audiences (e.g. write a brief research report on a class investigation for classmates)

4e55 – express and respond to ideas and opinions concisely and clearly

4e56 – contribute and work constructively in groups (A)*

4e66 – listen to others and stay on topic in group discussion (A)

4e67 – use appropriate strategies to organize and carry out group projects (e.g., brainstorming, summarizing, reporting, giving and following instructions)

Teaching Strategies

Unit Evaluation

Begin the unit by explaining to the students that they will be assessed throughout the unit in order to evaluate their understanding of new concepts and their acquisition of new skills.

- First, they will be asked to complete a number of worksheets and a review sheet.
- Second, they will be evaluated on their participation during group work throughout the unit.
- Finally, they will be asked to create a newsletter focused on children's rights.

Groupings

Students working as a whole class

Students working in small groups

Teaching Strategies

Visualization

Brainstorming

Collaborative/Cooperative

Assessment Strategies

Self Assessment (blackline master)

Observation (anecdotal records)

Question and Answer

Resources

Blackline Master:

Self Assessment – Group Work

(1 per student – p. 27)

Materials:

Markers (1 per group)

Chart paper (3 pieces per group)

Tape

Extension Resources

Note: extension resources can be found at the end of each subtask.

¹ All Grade 4 expectations are from *The Ontario Curriculum, Grades 1-8 Language*, 1997, <http://www.edu.gov.on.ca/>

* an (A) indicates the expectation is assessed in the accompanying assessment strategies.

children's rights for you and me

Teaching Strategies continued**Visualization**

Have the students imagine a class with no teacher and no behaviour guidelines. Ask the following questions, with a brief pause in between, and tell the students to picture the answers in their mind:

- What does the classroom look like without the teacher?
- Where are you in the classroom?
- What are you working on? What are the other students doing?
- Imagine one student walks up to another student and pushes him/her over – what happens?

Ask the students to open their eyes and share the image in their minds. Explain that you would like the students to make a Classroom Bill of Rights so that whether you are there or not, all students are treated fairly and can work in a healthy, safe, and productive environment.

Write the word “right” on the board and explain that a right is something that protects individuals and groups, and helps them to develop. Rights in the classroom would be a set of expectations that makes the classroom safe and fair for everyone, and that helps every student to learn.

Provide an example to use as a model in the brainstorming exercise: Write the sentence, “Every student in our classroom has the right to...” Ask for a volunteer to complete the sentence.

Creating a Classroom Bill of Rights

Ask the students to break into groups of five and give each group a marker and two pieces of chart paper. Explain to the students that they must choose a recorder and explain to the recorders that they are to write everything down, whether they agree or disagree - that there is no right answer. Allow ten minutes for the activity.

Interrupt the class periodically and ask instructive questions. "Do you have something in your Bill of Rights that helps the student who:

- wants to share information but is scared others will laugh?"
- wants to join in the conversation but cannot hear very well?"
- does not have a book to read because another student took two?"
- is left out of things because they are not invited?"
- is being threatened by another student?"

children's rights for you and me

Teaching Strategies continued

When the students appear to be done, ask them to look at their list and select only five of the most important rights they wish to present to the class. Hand out the third piece of chart paper and ask the students to re-write these five rights on the new chart paper.

When the lists are ready, ask each group, one by one, to tape their list to the board and to present their work.

As the groups read their 'rights' one by one, have the class agree or disagree on that right. If the class agrees, place a check mark beside the right and continue. During this, if you do not feel something is a right, ask the students if it is a right or a privilege (a privilege is more than a right - something granted as a particular benefit, advantage or favour).

When the list is complete, go through the rights one by one and ask the students to provide examples of the accompanying responsibility (i.e., the right to talk freely – a responsibility would be not talking while others are talking). These responsibilities can be written on the board.

Closure

Ask the students if they thought it was fair that they were the ones who decided on the Classroom Bill of Rights. Ask the students who should be involved in making a bill of rights for a country or the world. Explain that next class they will begin studying the Convention on the Rights of the Child which was created by people from all around the world.

At the end of the lesson collect the chart papers and have the teacher or a student write up the new class list of rights under the heading "Classroom Bill of Rights" (leave room to add to this bill). The teacher or student could also write up a "List of Responsibilities" copied from the board. Post both these lists on the wall and refer to them throughout the year if a student is violating someone else's right.

Evaluation

Explain to the students that they will be evaluating their own group work skills three times during this unit, including today. Distribute the resource *Self-Assessment – Group Work* (p. 27) and read through it with the students. Ask students to complete the first section and hand in the resource.

children's rights for you and me

Extension Activities

Internet:

Go to www.unicef.org/voy/ (UNICEF: Voices of Youth) → "the meeting place" → "children's rights." Ask the students to explore the pictures and stories. Tell the students to express their thoughts online.

Print:***Jump In, "Human Rights"***

A 12-page children's magazine with child-focused stories and activities on human rights.

• order at www.worldvision.ca → "educational resources" → "teaching kits"

Instructions: Distribute and have the students work in pairs or individually. Use the Teacher/Parent Notes to stimulate discussion.

Video:***Degrassi Kids Rap On Rights***

Nine minute video with teacher's guide on the importance of children becoming aware of universal children's rights.

• on loan from UNICEF – see list of provincial offices at www.unicef.ca

Instructions: Follow the accompanying teacher's guide.

Notes to Teacher

It is easier to have students choose their own groups and students generally work well with chosen peers. However, for variety or problems with difficult groupings, the teacher can pre-select groups or have them randomly selected. (Distribute numbers, arrange by alphabet, pick names out of a hat ...)

the right to survival

Description

Through a simulation activity, students experience one reason why many children are denied the right to survival – the unequal distribution of resources in the world. Students read real-life survival stories and write a short article for their peers, reporting the basics of the story.

Expectations

4e1 – communicate ideas and information for a variety of purposes and to specific audiences (e.g. write a brief research report on a class investigation for classmates).

4e2 – begin to write for more complex purposes (e.g. to present and discuss their opinions and viewpoints, to pose questions, to record information).

4e56 – contribute and work constructively in groups. (A)

4e27 – read a variety of fiction and non-fiction materials (e.g. short novels, myths, biographies, short articles) for different purposes.

Teaching Strategies

Simulation

Divide the class into five equal groups.
Distribute 100 animal crackers or other small snacks to the class: 86 to Group 1, 10 to Group 2, and the remaining four between Groups 3, 4, and 5.

Tell the students to enjoy their snack. Allow them to resolve, or not resolve, the unequal distribution themselves.

Discussion

- Ask the groups how they felt – was it fair?
- Ask the group with lots of animal crackers how they felt – did they consider sharing?
- Ask the students what they think the purpose of the simulation was.

Groupings

Students working in pairs

Students working in small groups

Teaching Strategies

Simulation and Discussion

Directed Reading-Thinking

Assessment Strategies

Performance Task (teacher review)

Question and Answer

Resources

Blackline Masters:

Chanry's Story – Part 1

(pp. 28, 29- per pair – 1/2 class)

Harris' Story – Part 1

(pp. 30, 31- per pair – _ class)

Writing an Article

(p.40 - 1 per pair)

Materials:

100 animal crackers or other small snacks

Workbooks

the right to survival

Teaching Strategies continued

Explain that this exercise represents how money is shared among the world's countries.⁴ We use money to produce and purchase food, and to provide health care, among other things. Many of the people in the last three groups go hungry and do not have adequate health care – all too often with serious consequences.

*Every day 30,500 boys and girls in developing countries under the age of five die of mainly preventable causes. Over half of these deaths are related to malnutrition.*⁵

Explain that *malnutrition* occurs when children do not consume enough calories for their energy needs and/or do not have a nutritious diet. Growing bodies need both enough food and nutritious food (for example calcium for bones and protein for muscles).

Teachers can use the opportunity to discuss a situation of hunger that is currently in the news. Help students to understand that, while a few countries make the news because of famine, many more face ongoing poverty and hunger that is not reported. For example, the following are some of the countries where over half or more of the children are stunted in growth because they are malnourished. (Afghanistan, Angola, Bangladesh, Bhutan, Cambodia, Ethiopia, Guatemala, India, Korea, Yemen)⁶.

Explain to the students that although this situation is not fair, many people are working to change the situation so that everyone has the right to things such as food, health care and education.

Remind the students of the exercise they did last class, where they created a Classroom Bill of Rights. Write the title "Convention on the Rights of the Child" on the board and explain that all of the countries in the world came together in 1989 and made a Bill of Rights for the children in the world. Explain that almost all countries have signed this agreement, thus agreeing to improve children's rights in their country.

Explain that this convention, or agreement, lists four kinds of rights, and that today they will be reading about rights that can be grouped as a child's **Right to Survival**. Write the words "Right to Survival" on the board and explain that these rights cover the most basic needs that a child has. Ask the students what they think some of these rights might be (food, shelter, clean water, primary health care) and list them on the board.

⁴ UNDP, *Human Development Report*, 1999 (p.3)

⁵ UNICEF, *State of the World's Children 2000*, 2000 (p. 16); 1998 (p.11)

⁶ UNICEF, *State of the World's Children 2000*, 2000 (pp. 88-91)

the right to survival

Ask all students to pair up and hand out **one** of the following resources to each pair: *Chanry's Story - Part 1* (pp. 28, 29) or *Harris Story - Part 1* (pp. 30, 31) and *Writing an Article - Part 1* (p. 40). Have students complete A to C only, writing the paragraph in their workbooks.

Explain that all of the stories they will read during this unit are based on real children's lives.

When the students have completed parts A to C of the handout, ask them to join another pair that has done a different story. Have students ask each other questions 1-5 and respond orally using the sheets as a guide. If students are done early, they can read each other's paragraphs and make comments.

The teacher collects and reviews the handouts and flags those students who appear to be having reading comprehension difficulties.

Closure

Ask for volunteers to briefly explain the basic survival rights that were at risk in their story.

Facilitate a brief discussion about the how reducing poverty can help to assure children of their survival rights. Ask the students if they can see a connection between living in poverty and the survival rights of their children (often poor people cannot meet their dietary, shelter, or health needs). Explain that in some parts of the world, including Canada, many people are getting poorer while others become richer. Ask the students what would help families to meet the basic survival needs of their children (you could distinguish between assistance-type responses such as food banks and clothing donations, and justice-type responses such as adequate jobs and universal health care).

Explain to the students that next lesson they will be studying the Right to Develop.

the right to survival

Extension Activities

Internet:

Go to www.unicef.org/voy/ (UNICEF: Voices of Youth) → “Meeting Place”

- click on “The Girl Child.” Have students explore the images and stories about child survival issues particular to girls. Students can also learn how to take action.

- click on “Cities and Children.” Ask the students to explore the images and stories about children and survival in cities. The students can read what others have said and write back.

Print:***Jump In “Beating Hunger”, “Water”.***

These two issues of *Jump In* highlight basic survival rights.

- order at www.worldvision.ca , → “educational resources” → “teaching kits”

Instructions: Distribute and have the students work in pairs or individually. Use the Teacher/Parent Notes to encourage further discussion.

***A Handful of Seeds*, M. Hughes**

Junior level book that describes street kids learning how to grow food.

- available from UNICEF – see list of provincial offices at www.unicef.ca

Instructions: Read and discuss.

Video:***Meena: Dividing the Mango***

An animated story of a girl who protests when her brother gets the lion's share of a mango. The family realizes that food and work should be shared equally between boys and girls.

- on loan from UNICEF – see list of provincial offices at www.unicef.ca

Instructions: Debrief: What do you think the story is trying to tell us? Why did Meena's brother get more food than Meena? Why do you think food should be shared equally between boys and girls? What did Meena do in order to change the situation? What advice would you have given Meena?

Notes to Teacher

Collect and maintain the handout stories at the end of each lesson. They will form the database for the final newsletter activity.

the right to develop

Description

Through a simulation activity, students experience the consequences of unequal access to education. Students read stories about children and communities overcoming obstacles to basic schooling. Students write an analytic article communicating the basics of the story and their viewpoint and share their stories with the class.

Expectations

4e1 – communicate ideas and information for a variety of purposes and to specific audiences (e. g. write a brief research report on a class investigation for classmates) (A)

4e2 – begin to write for more complex purposes (e.g. to present and discuss their opinions and viewpoints, to pose questions, to record information) (A)

4e3 – organize and develop ideas using paragraphs (e.g. to tell a story) (A)

4e27 – read a variety of fiction and non-fiction materials (e.g. short novels, myths, biographies, short articles) for different purposes

4e28 – read aloud, speaking clearly and with expression

4e30 – state their own interpretation of a written work, using evidence from work and from their own knowledge and experience (A)

4e36 – make inferences while reading (A)

4e37 – make judgments about what they read on the basis of evidence (A)

Groupings

Students working as a whole class

Students working individually

Teaching Strategies

Simulation and Discussion

Directed Reading-Thinking

Guided Writing

Assessment Strategies

Self Assessment (Blackline Master)

Performance Task (Teacher Review)

- teacher reviews the students' practice articles (Writing an Article, parts A to E) and returns them to students before they begin their newsletter (Subtask 5).

Resources

Blackline Masters:

Self Assessment – Group Work

(p. 27 - 1 / student)

Chanry's Story – Part 2

(pp. 32, 33 - 1 / student)

Harris' Story – Part 2

(pp. 34, 35 - 1 / student)

Writing an Article – Part 1

(p. 40 - 1 / student)

Materials:

Pencil and paper (one for each student)

Workbooks

the right to develop

Teaching Strategies

Simulation⁷

Ask the students to sit in two groups – one small group of 4 (or 1/8 of your class) and one large group of 28 (or 7/8 of your class). Some furniture may have to be moved.

Place paper and pencils at the front of the class (one per student). Ask two students to come to the front of the class and divide the paper and pencils into two piles – one pile with 4 pencils and 4 pieces of paper (or number equivalent to 1/8 of your class), and one pile with 28 pencils and 28 pieces of paper (or number equivalent to 7/8 of your class).

As this is being done, have the students switch places, leaving the desks and chairs where they are. The larger group will be crowded with few chairs while the smaller group will have more than enough space. Tell them the activity cannot be done if they do not switch and to sit on the floor if they have to.

Tell the entire class that they will be taking a spelling test. Explain that this test is very important and that their marks will be recorded. Explain that you will dictate 6 words and they must write down the answers on their own sheet of paper.

Distribute the **large** pile of paper and pencils to the **smaller** group and the **smaller** pile of paper and pencils to the **larger** group.

Begin dictating spelling words (school, fair, share, group, problem, happy) at a fast pace but a speed at which most people in the small group will do well. Respond to any objections from the large group by telling them to do the best with what they have. Do not allow them to leave their places.

Collect the papers, keeping the small group's papers on top. Scan the papers in front of the class and announce who passed and who did not (mostly the small group). Praise those who passed and congratulate them on getting such a good mark.

Debriefing

- Explain that this was only a simulation.
- Ask the two groups how each felt.
- Ask the two groups if they felt they should do anything about the unjust situation – and what they actually did about it.
- Ask the students what they think the activity was trying to show.

⁷ Simulation modified from UNICEF/S. Fountain, *Education For Development*, 1995.

the right to develop

Teaching Strategies continued

Explain that 130 million, or one in five primary school aged children in developing countries, are not in school.⁸ And that often in developing countries, even if there are schools, students do not have enough materials or teachers. Explain that in the 1980s in South Africa under apartheid, the blacks (7/8s of the total population) received only 1/8 of the government's money for education. The rest went to the whites.

Explain that although this is not fair, many people are working to change the situation. Remind them of the Convention on the Rights of the Child. Write "Right to Develop" on the board and explain that this set of rights deals with everything that children need to reach their full potential – including education. Ask the students if they can think of any other rights to develop (safe environment, constructive play, advanced health care, opportunity to participate in music lessons and sports ...).

Individual Work

Give each student a copy of *Writing an Article* (p. 40). Give each student one of *Chanry's Story – Part Two* (pp. 32, 33) or *Harris' Story – Part Two* (pp. 34, 35). Students should continue reading about the same child from the previous lesson.

Ask the students to complete *Writing an Article*, Parts A to E.

When the students have finished the handout ask for volunteers to read their articles in front of the class. Collect and evaluate the handout. (To be returned at the beginning of subtask 5).

Closure

Ask the students if they can think of anything to add to the Classroom Bill of Rights and the List of Responsibilities (perhaps the right to necessary educational resources). Explain to the students that next class they will be examining the Right to Protection.

⁸ UNICEF, *State of the World's Children 1999*, 1999 (p. 8)

the right to develop

Extension

Internet:

Go to www.unicef.ca and click on “Interactive Games” (listed under "Kids' Room"), then click on “Schools Around the World.” Ask the students to read the stories and do the activities presented in this kids’ newspaper on education.

Print:***Jump In, “Staying Healthy”***

This *Jump In* includes a health chart graphing exercise and a basic health care game that can be played by two to three players.

- order at www.worldvision.ca , → “educational resources” → “teaching kits”

Instructions: Distribute and have the students work in pairs or individually.

Video:***Meena: Count your Chickens***

A 13 minute animated story of a young girl who is not allowed to go to school until one day her resourcefulness convinces her parents that, like her brother, she too should go to school.

- on loan from UNICEF – see list of provincial offices at www.unicef.ca

Instructions:

During Viewing: At the appropriate place stop the video and ask the students why Meena is not allowed to go to school.

Ask the students what they think will happen next and how Meena might convince her parents that she should go to school.

Post Viewing Questions: What do you think the story was trying to tell us?

Meena's parents finally decide Meena can go to school - why?

How and why was Meena treated differently from her brother?

What did Meena have to do to have the same opportunities as boys?

If a girl you know was not allowed to go to school, how would you convince her parents that she should be allowed to go?

Computer:

Students key in the Classroom Bill of Rights.

the right to protection

Description

Students create a drama based on their analysis and interpretation of real-life stories of children in need of protection.

Expectations

4e1 – communicate ideas and information for a variety of purposes and to specific audiences (e.g. write a brief research report on a class investigation for classmates)

4e27 – read a variety of fiction and non-fiction materials (e.g. short novels, myths, biographies, short articles) for different purposes

4e30 – state their own interpretation of a written work, using evidence from work and from their own knowledge and experience

4e36 – make inferences while reading

4e37 – make judgments about what they read on the basis of evidence

4e39 – retell a story by adapting it for presentation in another way (e.g. as a dramatization)

4e56 – contribute and work constructively in groups (A)

Teaching Strategies

Introduction

Write the words “Right to Protection” on the board and explain to the class that today they are going to explore this right through stories and drama. Explain that this right means children have the right to be protected from all forms of abuse, neglect and exploitation. Explain this also means children have the right to be protected from war, referring to a current area of conflict if possible.

Divide the class into groups of seven. Give each student in the group a copy of the same story – *Murugan’s Story*, (pp. 36, 37) or *Mariana’s Story*, (pp. 38, 39).

Groupings

Students working in groups

Teaching Strategies

Simulation and Discussion

Directed Reading-Thinking

Collaborative/Cooperative

Assessment Strategies

Self Assessment (Blackline Master)

Resources

Blackline Masters:

Self-Assessment – Group Work

(p. 27 - 1 per student)

Murugan’s Story

(pp. 36, 37 - 1 per student – 1/2 class)

Mariana’s Story

(pp. 38, 39 - 1 per student – 1/2 class)

Writing an Article

(p. 40 - one per group of 7 students)

Materials:

Drama props (optional)

the right to protection

Teaching Strategies continued

Ask the students to read silently. When the students have finished reading silently, ask one person in each group to read the story aloud to the other group members.

Next, hand out the resource *Writing an Article* (p. 40 - one per group) and ask the students to complete questions 1-5.

When the students have completed their work, explain that they are going to act out their interpretation of the story and present it to the rest of the class. Explain that suggested roles are at the bottom of the story. Explain that although they will be acting out what happened in the story, they can also go beyond the story and decide what might have happened before or after the story. Remind the students to be careful to not hurt one another when they are acting.

Tell the students they must begin by creating a title for their improvisation and that they will have five minutes to present.

Ask the students to push the tables and chairs to the side and provide 15 minutes for rehearsal.

When the time is up, ask all students to sit on the floor.

Ask each group to state the title of their presentation and present. At the end of each presentation congratulate the performers and ask the following questions: Who were the main characters in the presentation? What was the presentation about? How else could the presentation have ended (i.e. alternative ways to ensure the characters regained their rights)?

Closure

Discuss with the students what they should do if someone they know is being abused. Guidance counselor's names, local child assistance organizations, and child abuse hotlines could be written out and posted in the room.

Evaluation

At the end of the lesson hand out each student's *Self Assessment - Group Work* (p. 27) sheet and ask the students to complete the second section. Maintain the sheet for one final evaluation.

the right to protection

Extensions

Internet:

Go to www.unicef.ca and click on “Interactive Games” (listed under "Kids' Room"), then click on “Child Labour.” Ask the student’s to read the stories and do the interactive activities presented in this kid’s newspaper on child labour.

Go to www.unicef.org/voy/ (UNICEF: Voices of Youth) and click on “Meeting Place.”
– click on “Children and Work.” Ask the students to view pictures and stories about child labour. Remind the students to give their opinion.
- click on “Meeting Place” – then click on “Children and War.” Ask the students to view drawings and stories of children involved in war.

Video:***Growing Up In The South***

Street kids living in Cusco, Peru dramatize their lives for a film crew when one child suddenly goes missing.

• \$5.00 loan – see www.worldvision.ca , → “educational resources” → “videos”

Notes to Teacher

This topic is very sensitive and teachers should be prepared to react if a student admits to being abused or knows someone who is being abused.

For an alternative to drama, students could be divided into smaller groups and asked to present the story in a radio or TV version. Students could also be asked to do various writing activities instead of the drama (re-write the story with a different ending, create a journal entry as one of the characters in the story, create interview questions for one of the characters in the story and do the interview with a partner, etc.).

the right to participate

Description

Students practise their right to express themselves by creating a Children's Rights Newsletter. Students are evaluated on their individual articles which reflect their ability to analyze stories and communicate their reading comprehension and viewpoint to others. The newsletters can be distributed to parents, classmates, or to other students in the school.

Expectations

- 4e1 – communicate ideas and information for a variety of purposes and to specific audiences (e. g. write a brief research report on a class investigation for classmates) (A)
- 4e2 – begin to write for more complex purposes (e.g. to present and discuss their opinions and viewpoints, to pose questions, to record information) (A)
- 4e3 – organize and develop ideas using paragraphs (e.g. to tell a story) (A)
- 4e6 – produce media texts using writing and materials from other media (e.g. cartoon)
- 4e25 – label and use pictures and diagrams appropriately
- 4e26- print legibly and use cursive writing (A)
- 4e30 – state their own interpretation of a written work, using evidence from work and from their own knowledge and experience (A)
- 4e36 – make inferences while reading (A)
- 4e37 – make judgments about what they read on the basis of evidence (A)
- 4e56 – contribute and work constructively in groups (A)

Teaching Strategies

Write the words “Right to Participate” on the board and explain that children have the right to take an active role in their community and country. This means children can express their ideas and their ideas should be considered,

Groupings

Students working in groups
Students working individually

Teaching Strategies

Directed Reading-Thinking
Guided Writing
Collaborative/Cooperative

Assessment Strategies

Self Assessment (Blackline Master)
Newsletter (Rubric)

Resources

Blackline Master:

Self-Assessment – Group Work

(p. 27 - 1 per student)

Writing an Article- Part 1

(p. 40- 1 per student)

Creating a Children’s Rights Newsletter

(p. 41- one per group of 3)

Newsletter Evaluation Rubric

(p. 42)

All Stories (pp. 27-38 – use existing copies)

Materials:

Workbooks

Lined paper (two per student)

Good paper for final newsletter copy (unless computer generated)

the right to participate

Teaching Strategies continued

along with the ideas of others, in matters that affect their own lives. It does not mean that they, or anyone, should always get their own way.

Explain that the Convention on the Rights of the Child recognizes that children can enrich decision-making processes, and can participate as actors of change. If the right to participate is not already added to the Classroom Bill of Rights, do so now. Ask the students what responsibilities go with this right and add these to the List of Responsibilities, i.e., the right to participate means respecting others' opinions.

Explain to the students that they can participate in children's rights in many ways. For example, they have participated in their class by creating, and now signing, the Classroom Bill of Rights. (Ask the students to sign the Bill over the next few days). Now they will participate in children's rights by sharing their knowledge with others.

Students will decide what to write about in their newsletter and who to send it to. Remind the students that with the right to participate also comes certain responsibilities. For example, the students cannot use their right to expression to write about something that hurts someone.

Explain to the students that they will make the newsletter in groups of three. Each person will write an article and create one or more additional pieces for the newsletter (examples: a cartoon or advertisement for the newsletter). They will have three work periods to produce their newsletter.

Work Period #1

- Place copies of all stories (pp. 28-39) at the front of the class.
- Divide the students into groups of three and hand out *Creating a Children's Rights Newsletter* (p. 41). Review with the students.
- Give back students' work from subtask 3 and ask students to review comments before they begin their newsletter article.
- Hand out *Writing an Article*, (pp. 40) and suggest that students can write an article using one of the stories they have not previously worked with, **or**,
- Students wishing to do option 2 in *Creating a Children's Rights Newsletter* should see the teacher to have their proposed topic approved.
- During the last 10 minutes, ask the students to have another student in their group review their paragraphs and write comments in their workbooks.

the right to participate

- **Expectation: Complete *Writing an Article - Parts A to E* (or rough draft for those doing option 2 in *Creating a Children's Rights Newsletter*) hand in to the teacher** (for some this may mean completing the work at home). Revise draft for major content/grammatical changes.

Work Period #2

- Ask students to sit in their groups and return reviewed articles.
- Hand out two pieces of paper per student and ask them to write their second draft taking the teacher's comments into consideration.
- Conference with those students having difficulties.
- **Expectation: Complete second draft and hand in to the teacher.** Revise draft for minor grammatical changes.
- If time permits, have students begin working on the additional pieces for their newsletter as outlined in Work Period #3 below.

Work Period #3

- Ask students to sit in their groups.
- Return the students' second draft and good paper and ask the students to write their good copy in newsletter format (give a suggested format or use a computer template).
- When most students have completed the good copy of their article, brainstorm additional pieces the students can add to their newsletter (cover, cartoon, advertisement, picture, etc.).
- Suggest to the students that they add a piece in their newsletter that encourages others to get involved in children's rights (i.e. an advertisement) and brainstorm ways to get involved (create posters, write letters to local authorities or media, raise funds, visit a local non-government organization, give to a food bank, etc.).
- Provide time for the students to complete the additional pieces to their newsletter
- At the end of the class, hand out the resource *Self Assessment – Group Work* (p. 26) and ask the students to complete the final section.
- **Expectations: Complete Newsletter and Self Assessment – Group Work and hand in to the teacher.**

Provide time for students to read each others' newsletters. Send copies of newsletters or a class photo of students with their finished product to World Vision (see address on the *Evaluation and Feedback* form, last page). Your class will be acknowledged online at www.worldvision.ca.

Work can be evaluated using the resource *Newsletter Evaluation* (p. 42).

Finished newsletters can be posted online, posted at the school, or taken home or to other classes.

the right to participate

Extension

Print

Jump In, “Stuff”

This children’s magazine challenges young readers to use their right to freedom of choice to make responsible consumer decisions.

- order at www.worldvision.ca , → “educational resources” → “teaching kits.”

Instructions: Distribute and have the students work in pairs or individually. Use the Teacher/Parent Notes for further discussion.

Video

Rights

Two youth talk about children’s rights. Excellent overview. Real examples are provided by youth from around the world.

- on loan from UNICEF – see list of provincial offices at www.unicef.ca

Instructions: Debrief: What are the major issues presented in this film?

Activities:

Expand upon and implement student-suggested ways of participating in children’s rights.
(work period #3)

Notes to Teacher

Time has been allotted during class for students to work; however, this time may be omitted if the teacher wants the students to work at home.

Additional pieces to be added to the newsletter (i.e. cartoons and pictures) could be done during Art class.

If a newsletter template is available on local computers, the students may be expected to use the template to create their newsletter using simple graphics and boxes.

resources

Blackline Masters

Self Assessment – Group Work p.27
Chanry’s Story – Part 1 p.28
Harris’ Story – Part 1 p.30
Chanry’s Story – Part 2 p.32
Harris’ Story – Part 2 p.34
Murugan’s Story p.36
Mariana’s Story p.38
Writing an Article p.40
Creating a Children’s Rights Newsletter p.42

Assessment Rubric:

Newsletter Evaluation p.42

List of Resources Not Included p.43

Evaluation and Feedback p.44

self-assessment - group work

#1 Date _____ Name _____

Ratings: Never = N Sometimes = S Frequently = F

I helped with the discussion _____ I took turns speaking _____

I followed our teacher's instructions ____ I looked at the person who was speaking ____

I helped keep the discussion on topic ____ I asked questions when I was confused ____

I backed up my ideas with examples _____

My goal for our next discussion is _____

#2 Date _____ Name _____

Ratings: Never = N Sometimes = S Frequently = F

I helped with the discussion ____ I took turns speaking _____

I followed our teacher's instructions ____ I looked at the person who was speaking ____

I helped keep the discussion on topic ____ I asked questions when I was confused ____

I backed up my ideas with examples ____

My goal for our next discussion is _____

#3 Date _____ Name _____

Ratings: Never = N Sometimes = S Frequently = F

I helped with the discussion ____ I took turns speaking _____

I followed our teacher's instructions ____ I looked at the person who was speaking ____

I helped keep the discussion on topic ____ I asked questions when I was confused ____

I backed up my ideas with examples ____

My goal for our next discussion is _____

Modified from: Instructor Grade-Perfect Theme Club Reproducible. Permission Granted to Duplicate.



**This is me,
Chanry!**

Chanry's story – part 1

Hello, my name is Chanry and I am 11 years old. I live in Cambodia. Cambodia is in southeastern Asia. If you look on the map you will find my country between Thailand and Vietnam. I live with my mother, father, sister Bunthim who is 9, sister Souvern who is 7, and brother Bunthel – he is 13.

Because I am the oldest girl, I help take care of my younger sisters. My chores are to get water from the well, cut grass, and feed the two bullocks (big bulls), two pigs, 27 chickens and seven chicks. I also cook rice and soup. I started cooking when I was six and I like cooking the best.

When I was younger, life was more difficult. Often, it was hard to find food to cook. We did not have enough food in the house. Sometimes I did not get enough to eat and went to bed hungry.

There are two main reasons why we did not have enough to eat. First, my father did not make enough money. He worked very hard and even had three jobs! He took care of rice production for the village, he grew rice in our fields and sold it, and he played the drums at festivals and marriages. However, he still did not earn enough money for food.

The second reason we did not have enough food is because of the drought. We had very little rain for two years. You probably know that rice needs a lot of water to grow, so with the dry weather, all our rice crops died. Without a crop and with little money to buy rice, many people went hungry.

I am glad to tell you that things have changed now and our lives are very different. People in Canada and other countries gave us money to start programs that helped us help ourselves. I would like to tell you about two new programs in my village that help us to have enough food.

Chanry's story – part 1 continued...



I don't have to carry water so far now!

The people in my village decided to create a rice bank. It is just like a bank only you deposit and borrow rice instead of money! Here is how it works: if a family runs out of food during the dry season, they can go to the rice bank and borrow rice. Then, when the rice crop comes in, they give back the rice and a little bit extra. That way, there is enough rice for everyone to eat all year, whether it is rainy or dry.

The other project that the people in my village started was the cow project. With some of the money from Canada, our village bought cows. Of course we could not buy a

cow for each family so we decided to be creative. Some families now have a cow, and the rule is, when the cow has a female calf, the calf is given to another family! When that calf becomes a cow and has its own calf, the family gives it to someone else. That way all the families in the village get cows to keep, or to sell and make money to buy food.



This is one of our bullocks.

I am very happy now that my family and others are doing better. We all have more to eat. I still have to carry water, but even that has changed! We now have a well much closer to the house and it is easier to carry water to the new vegetable garden we just started. I am very glad that people around the world care. With just a little bit of help to start out, we can do the work ourselves and make sure we all have enough to eat and drink.

Chanry is a sponsored child in the World Vision Cambodia Kandal area development program.

Harris' story – part 1

Hello everyone. My name is Harris. I am 12 years old and I live with my family in Malawi. If you look at a map you will see that my country is in the middle of Africa surrounded by Zambia, Tanzania, and Mozambique. My country is very pretty and has a huge lake and a big range of mountains.

People tell me I smile a lot!

I live in a small village with a river nearby. There are lots of hippopotami in the river, but we do not have to worry about them because they only come out to feed at night.

I have a very interesting story to tell you. I have to warn you, the first part is not very nice, but there is a good ending!

Last year was one of the hardest years of my life. I had no energy to play or even eat. I was very, very sick. I had a disease called Bilharzia. The disease is as bad as it sounds. I had a number of small worms living in my body. They are only about one centimetre long but they feed on the blood inside people. They can produce hundreds of eggs inside someone's body in just one day. Because my body was working hard to get rid of the worms, my liver and kidneys became damaged. That made me very tired and I had a lot of pain in my stomach.

I can tell you how I got this disease. The river near my house has a special kind of snail where the eggs of these worms hatch. The worms then swim in the river, and if you walk or swim in the water, the small worms dig right through your skin. I used to go swimming in the river and I guess that is where I picked up the disease.

My parents did not know what to do. The health centre run by the government did not have the drugs I needed and my parents could not afford to pay to take me to a private health centre. My mother took me to my grandmother and she gave me herbal tea to drink. Grandmother's tea helps cure a lot of people with different diseases, but it did not help me this time.

Name _____ Date _____

Writing an article

A) Read the story. B) Reread the story and write down the following:

1. Who is the main character in the story? _____

2. Where does the story take place? _____

3. What difficulty did the main character have in the past?

4. Why did the main character have this difficulty?

5. Something happened that changed the main character's life. What happened?

C) Write a paragraph using the information from questions 1, 2, 3, and 4 (not 5)

D) Write a paragraph using the information from question 5.

E) Write a paragraph explaining what **you** think about the story. How you feel about what happened at the beginning of the story? About the end of the story? How is the main character's life different from yours? What are your hopes for the main character?

Creating a children's rights newsletter

You will be creating a newsletter to share with others. There will be three people in your group. You will decide what to put in your newsletter. Follow the guidelines below and have fun telling others about Children's Rights!

- Each person in your group will write one article and create one other piece for the newsletter (a cover, cartoon, picture, or advertisement).
- You have two choices for your article:
 - 1) Write about one of the stories presented in class. Use the same format practised in class but choose a story that you have not worked on.

OR

- 2) Write an article about anything to do with children's rights, using at least three paragraphs. The following are some suggestions. Check with your teacher before beginning.
 - Identify an emergency somewhere in the world and write about how it affects children's rights.
 - Interview a refugee, someone with a disability, or an older woman. Ask the older woman about her rights when she was a child.
 - Write about an environmental issue and how it affects children's rights.
 - Write a story on a child safety issue and what should be done about it.
 - Write a story about violent TV messages and video games and how they affect children's rights.
- If you can, have each article in your newsletter tell a different story.
 - Follow the newsletter outline suggested by your teacher.

Newsletter evaluation – individual article

Student Name _____

Date _____

Expectations for this Subtask to Assess with Rubric:

- 4e1 – communicate ideas and information for a variety of purposes and to specific audiences (e. g. write a brief research report on a class investigation for classmates)
- 4e2 – begin to write for more complex purposes (e.g. to present and discuss their opinions and viewpoints, to pose questions, to record information)
- 4e3 – organize and develop ideas using paragraphs (e.g. to tell a story)
- 4e26 – print legibly and use cursive writing
- 4e30 – state their own interpretation of a written work, using evidence from work and from their own knowledge and experience
- 4e36 – make inferences while reading
- 4e37 – make judgments about what they read on the basis of evidence

Category	Level 1	Level 2	Level 3	Level 4
Reasoning	With assistance Using a few simple ideas Inconsistently and with a limited understanding	With limited assistance Using a variety of simple and related ideas Consistently and with limited understanding	Independently Using ideas of some complexity Concisely and with general understanding	Independently Using complex ideas Consistently and with thorough understanding
Organization of Ideas	With assistance Incompletely	With limited assistance In a mechanical and sequential way	Independently Appropriately and logically	Independently Appropriately and in complex and logical ways
Applications of Language Conventions	With assistance Using a few of the conventions studied With several major errors and/or omissions	With limited assistance Using at least half of the conventions studied With several minor errors and/or omissions	Independently Using most of the conventions studied With a few minor errors and/or omissions	Independently Using all the conventions studied Practically no minor errors and/or omissions

resources not included in this package

SUBTASK RESOURCES

Subtask 1: **Markers, chart paper, tape**

Subtask 2: **Animal crackers or other small snacks, workbooks**

Subtask 3: **Pencils, scrap paper, workbooks**

Subtask 4: **Drama props (optional)**

Subtask 5: **Workbooks, Lined paper, good paper**

EXTENSION RESOURCES

Print

Jump In

(Subtasks 1, 2, 3, 5)

World Vision

An excellent 8-page global education magazine aimed at 7 - 11 year olds. Students will see how other children live and begin to understand their own role as global citizens who care and can make a difference. Includes puzzles, games, real-life comic strips, and activities. Each issue has four additional pages of Teacher Notes.

Jump In comes in sets of the five issues referred to throughout this resource. One 5-pack is \$10.00. Multiple sets of 10 or more 5-packs can be purchased for just \$2.50 per set. *Jump In* can be used individually or in pairs.

- Order on line at www.worldvision.ca
- by e-mail: deved@worldvision.ca
- by mail: Global Education, World Vision, 6630 Turner Valley Road, Mississauga, ON, L5N 2S4
(be sure to stipulate the number of 5-packs)

Handful of Seeds

(Subtask 1)

M. Hughes, UNICEF Canada, 1993

Junior level book that describes how street kids learn to grow food.

On loan from UNICEF

See provincial offices at www.unicef.ca.

Internet

www.worldvision.ca

www.unicef.ca

Video

Degrassi Kids Rap On Rights (9 minutes)
(Subtask 1)

UNICEF: The Degrassi Kids rap on importance of children becoming aware of universal children's rights.

All UNICEF videos are available on loan at provincial offices, see www.unicef.ca.

Meena: Dividing the Mango

(Subtask 2)

UNICEF An animated story of a girl who protests when her brother gets the lion's share of a mango. By the end of the story the family realizes that food and work should be shared equally between boys and girls.

Meena: Count Your Chickens

(Subtask 3)

UNICEF: An animated story of a young girl who is not allowed to go to school until one day her resourcefulness convinces her parents that, like her brother, she too should go to school.

Growing Up In The South

(Subtask 4)

Adobe Foundation: Street kids living in Cusco, Peru, dramatize their lives for a film crew when one child suddenly goes missing.

\$5.00 loan from World Vision – www.worldvision.ca

Rights

(Subtask 5)

TVO/UNICEF

Two youth talk about children's rights. Excellent overview. Real examples are provided by youth from around the world.

Also available on loan at UNICEF



evaluation and feedback

Teacher evaluation and feedback regarding this resource are very important to the Global Education. Please take the time to fill out this form and fax or mail it to us. Your comments will be used to further develop this and other resources. You can also complete an [electronic version](#) of this form.

Name _____

Position _____ Grade Taught _____

School or Organization _____

Address _____

Phone # _____ E-mail _____

Please rate this resource from 1 to 5 (where 1 is low and 5 is very high) in the following categories:

	(low high)				
Resource met grade and subject curriculum requirements	1	2	3	4	5
Clear, easily used resource for the classroom setting	1	2	3	4	5
Teaching activities captured interest of the students	1	2	3	4	5
Students increased their understanding of human rights	1	2	3	4	5
I would use another resource from World Vision	1	2	3	4	5

Please comment on the **structure** of the resource: layout, use of handouts, online accessibility via the pdf format, etc. _____

Please comment on the **content**: instruction to teachers, language appropriateness, story material, assessment tools, etc. _____

Other comments and suggestions _____

Please fax or mail the completed form to **Global Education**:
Fax: (905) 821 1354 or mail to: World Vision Canada, 6630 Turner Valley Road, Mississauga, ON, L5N 2S4