

United Nations Convention on the Rights of the Child



Lesson Plans

Articles 4, 19 & 28
Rights, Protection and Education



Preamble

The following series of lessons connect the United Nations *Convention on the Rights of the Child* (UNCRC) to outcomes from the Saskatchewan grades 6, 7 and 8 Social Studies curricula. The Convention was adopted in 1989 and was implemented the following year. Each grade level series addresses a selection of the Convention's articles.

Grade Seven

Rights, Protection and Education

Article 4: The government's responsibility for protection of rights through legislation

Article 19: The right to protection from all forms of violence

Article 28: The right to education



This lesson plan was developed by teachers Susan Funk and David Pratte under the direction of the Saskatchewan Professional Development Unit. Funding for this work was provided by the Saskatchewan Advocate for Children and Youth.

Lesson One



Curricular Connections: This lesson could be used to support students as they work to achieve outcome PA7.1 of the Saskatchewan *Social Studies 7* curriculum:

Compare the sources of power for individuals, nations, and regions in a selection of Pacific Rim and circumpolar countries.

as evidenced by indicators PA7.1a and PA7.1b:

Describe the source of power (resources, numbers, organization) and forms of power (force, authority, influence) used by individuals in a position of leadership in the local community or a local organization.

Analyze the sources of power, including organization, resources (technological, human, and military), and numbers, evidenced in the exercise of power by an individual, organization, or nation as described in a current events article.

Lesson Summary: A concept attainment lesson on rights and power.

Instruction

a) Viewing Activity

- Prepare to view video by the Children's Rights Alliance on the United Nations *Convention on the Rights of the Child* at:
http://www.youtube.com/watch?v=y_2nA49p3yw
- If you are unable to access the YouTube video or you would like another alternative, you may wish to borrow one or more of the three DVDs in the *Rights from the Heart* collection created by the National Film Board. (These DVDs are available for borrowing from the STF's Stewart Resources Centre.) Each DVD contains a selection of short films that each focus on one of the rights in the United Nations *Convention on the Rights of the Child*.
- Explain to students they will be watching the video twice.
- Introduce video content by informing students that you will be asking them for information on rights and the Convention.
- View Children's Rights Alliance video.
- Prepare a T-chart to collect information on rights and the Convention.
- View the video again, stopping to allow students to record what they learn.
- After the video, discuss the terms and information learned, and collect students' ideas on a T-chart on an overhead projector or on chart paper.

Lesson One (cont.)

b) Sources of Power

- Distribute copies to students of the collection of images illustrating different sources of power (see Appendix 7A).
- Provide students with the opportunity to write their ideas next to the images about the different types of power the photos illustrate.
- Upon completion of the activity, collect student ideas to answer the question “Where does power come from?”. As a class, discuss the various forms and sources of power.

c) What Makes Children Vulnerable?

- As a class, compare and contrast the sources of power for adults versus the sources of power for children.
- Chart the responses using a Venn diagram (see Appendix 7B).
- Using the disparity that becomes visible on the Venn diagram, discuss the reasons for developing and implementing the United Nations *Convention on the Rights of the Child*.

Assessment

Students will summarize their learning by completing an exit slip. Ensure that each student has a half-sheet of blank paper and ask each one to write his/her name at the top of the paper. Ask your students to write an answer to the following questions in one or two sentences, and to give their completed exit slips to you as they leave the classroom:

What is power? What are rights?

Determine which students understand the concepts and which students do not. Provide opportunities for additional learning, if necessary.

Lessons Two & Three



Curricular Connections: This lesson could be used to support students as they work to achieve outcome PA7.2 of the Saskatchewan *Social Studies 7* curriculum:

Investigate the structures and processes of democratic government in Canada.
as evidenced by indicators PA7.2b:

Compare the responsibilities of municipal, provincial or territorial, and federal and First Nations governments in Canada.

Lesson Summary: A concept attainment lesson on freedom, power, and protection.

Instruction

a) Previewing Activity

- Let students know that they will be viewing UNICEF animations on specific articles of the *United Nations Convention on the Rights of the Child*. Ask students to look for one thing that they did not know about children's rights.

b) Viewing Activity

- View UNICEF animations on specific articles of the *United Nations Convention on the Rights of the Child*:
 - i. Article 4 (animation from Mexico)
<http://www.youtube.com/watch?v=HYzUzZARjRw>
 - ii. Article 19 (animations from Jamaica and the United States)
<http://www.youtube.com/watch?v=QGLnnk46UQ0>
<http://www.youtube.com/watch?v=5sdFS2FtMo0>
 - iii. Article 28 (animation from Syria)
<http://www.youtube.com/watch?v=zWo0aYvx7xk>

c) Postviewing Activity

- After viewing, give students time to make notes about what they learned. Then, ask students to share what they learned with their group. Ask each group to identify a spokesperson to tell what they learned. The teacher can then clarify any misunderstandings.

d) Prereading Activity

- Ask students what they think about a student from another country coming to Canada. Should this student be allowed to attend school? What does the Convention say about attending school?

Lessons Two & Three (cont.)

e) Reading Activity

- Ask students to read “Regina tuition cost bars Afghan girl”. This article can be found online at <http://www.cbc.ca/canada/saskatchewan/story/2009/08/28/afghan-girl-school.html>
- During reading, have students look for key ideas (5 Ws) and record in jot notes. Discuss basic information on who funds public education and who can attend schools in Saskatchewan.
- Make special note of Tahera’s lack of opportunity for schooling in Afghanistan and connect to the meaning of Article 28. Also connect to a class discussion of power. Who held power in this situation?

f) Postreading Activity

- Ask students to write a letter to the editor explaining why Tahera should or should not be allowed to go to school in Regina. After assessment, share a second news story about Tahera entitled “Afghan girl gets to go to Regina school” (see Appendix 7C) or find the article online at <http://www.cbc.ca/canada/saskatchewan/story/2009/08/28/afghan-girl-going-to-school.html>

g) Discussion and Research Activity

- As a class, discuss the following question:
 - Does every level of government (municipal, provincial, First Nations, and federal) have a responsibility to protect children’s rights? Why or why not?
- Using your school’s resource centre and the internet, ask students to research the following:
 - Did every country in the United Nations adopt or ratify the *Convention on the Rights of the Child*? If not, name a country that did not ratify the Convention. See if you can find any information on what this country’s reasons for not adopting the Convention might have been. If you cannot find any reasons in your research, think about possible reasons why you think a country might not want to ratify the Convention. Ask students to share the results of their research in small groups or with the whole class.

h) Advocacy Role Play Activity (see Appendix 7D)

- Explain to students that their role play must address the criteria outlined below:
 - Criteria – Does the role play clearly address a right that has been violated?
 - Does the role play indicate the role of power?

Assessment

Ask students to create a representation, a piece of writing, a speech, or a multimedia presentation that explains the United Nations *Convention on the Rights of the Child* to someone who does not know about it. If possible, create an opportunity for students to share what they have learned with an audience.

Additional Resources



Resources available for borrowing from the Stewart Resources Centre of the Saskatchewan Teachers' Federation:

Castle, C. (2002). *For every child: The UN Convention on the Rights of the Child in words and pictures*. London, England: Red Fox.

National Film Board of Canada. (1994). *Rights from the heart: Parts 1-3* [DVD]. Montreal, PQ: Author.

National Geographic Society. (2009). *Every human has rights: A photographic declaration for kids*. Washington, DC: Author.

Nicol, J., & Kirk, D. (2004). *Caring for young people's rights: A unit for elementary and secondary students on the rights of young people around the world and what can be done to secure these rights*. Richmond, BC: RichThinking Resources.

Saskatchewan Ministry of Education. (2009). *Social Studies 7*. Regina, SK: Author.

Smith, D.J. (2011). *This child, every child: A book about the world's children*, Toronto, ON: Kids Can Press.

Websites

Canadian Coalition for the Rights of Children:
<http://rightsofchildren.ca/>

Children's Rights Alliance:
<http://www.childrensrights.ie/index.php?q=childrens-rights-ireland/un-convention-rights-child>

National Child Day:
<http://www.phac-aspc.gc.ca/ncd-jne/index-eng.php>

UNICEF – *The Convention on the Rights of the Child*:
<http://www.unicef.org/rightsite/>

UNICEF Canada Global Classroom:
<http://globalclassroom.unicef.ca/>

United Nations Cyberschoolbus:
<http://www.un.org/Pubs/CyberSchoolBus/crc/>

Appendix 7A

Forms or Sources of Power



Forms or Sources of Power?





Forms or Sources of Power?





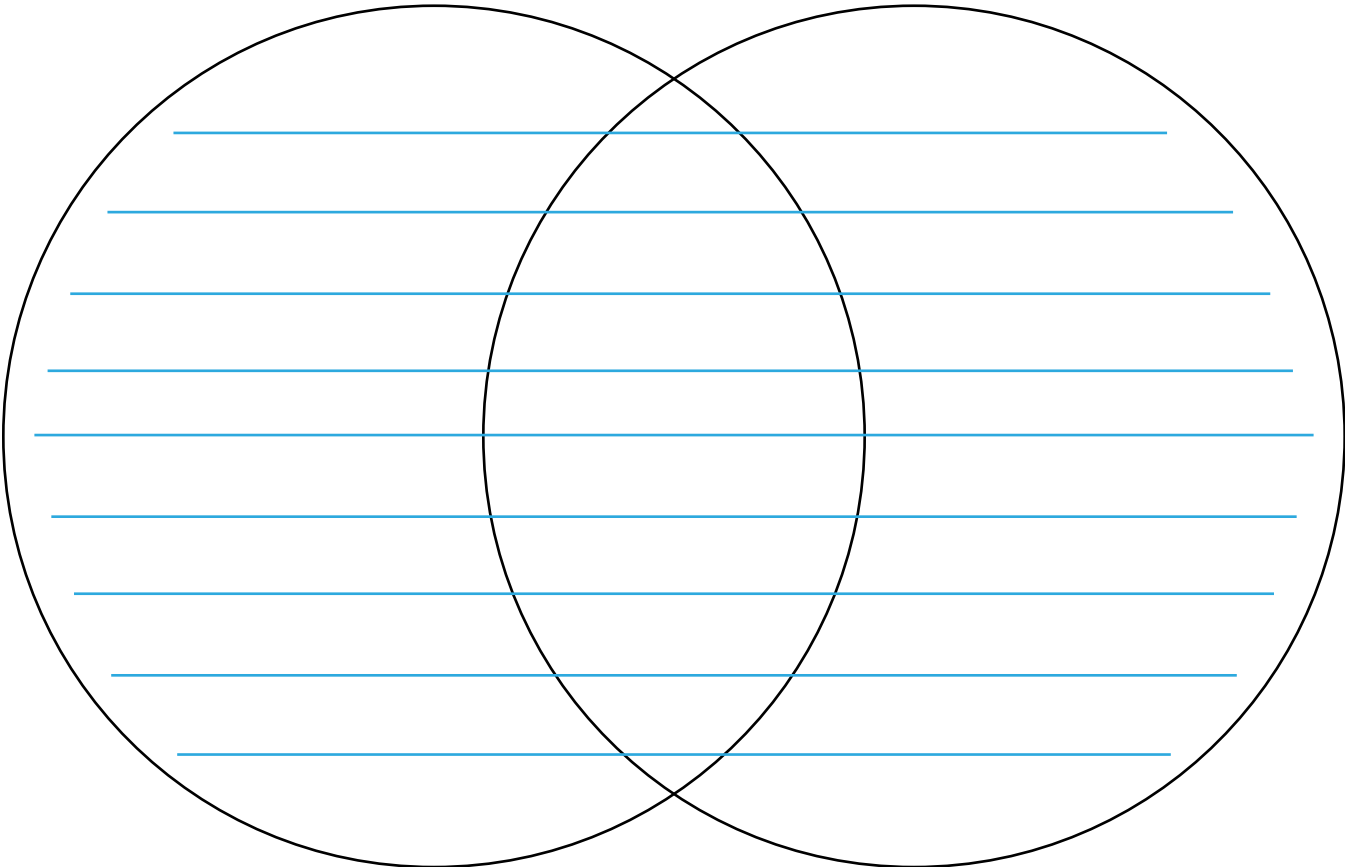


Forms or Sources of Power?



Appendix 7B

Venn Chart: Sources of Power for Adults Versus Children



Appendix 7C

CBC News, August 28, 2009

Afghan girl gets to go to Regina School

A girl from Afghanistan will be able to attend public school in Regina after all, school board officials confirmed Friday.

Tahera Karini, 12, who has cerebral palsy and came to Canada a year ago for an operation that would help her walk, was sitting at home earlier this week while thousands of Regina children began the new school year. She's a visitor, not a Canadian citizen, and was told that to attend she would have to pay tuition of \$970 a month or close to \$10,000 for the year, money her family doesn't have.

Several hours after CBC News told her story on Friday morning, there was a dramatic development. The Regina public school board

said an "interim agreement" between the board and the Education Ministry has been reached that will allow Tahera to attend school. Details of the agreement were not immediately available.

Hearing the news, Tahera wept and said, "Thank you."

Tahera came to Canada with little English but has since become fluent, taking adult literacy classes at the Regina Immigrant Women's Centre. She said she enjoys the classes, but dreams of being able to attend school with children her own age. She's continuing her treatment following her surgery and expects to be in Canada into the new year.

In Afghanistan, her disability prevented her from going to school.

Before the breakthrough late Friday morning, Saskatchewan Education Minister Ken Krawetz had said that while the Education Act states that all foreign students may be asked to pay tuition, he also recognized that Tahera's circumstances were unique. Officials in the Education Ministry were asked to look at the case, Krawetz said.

Thursday was the first day of classes in Regina schools.

The Immigrant Women's Centre has collected hundreds of dollars from people wanting to help. Tahera told CBC News she hoped to use the money to buy some school supplies and perhaps a new outfit for her first day at school.



Appendix 7D

Advocacy Role Play

Approximate Time: 30-35 min

Purpose: To review children's rights and how sources of power, including an advocate, might influence a child's rights.

Instruction

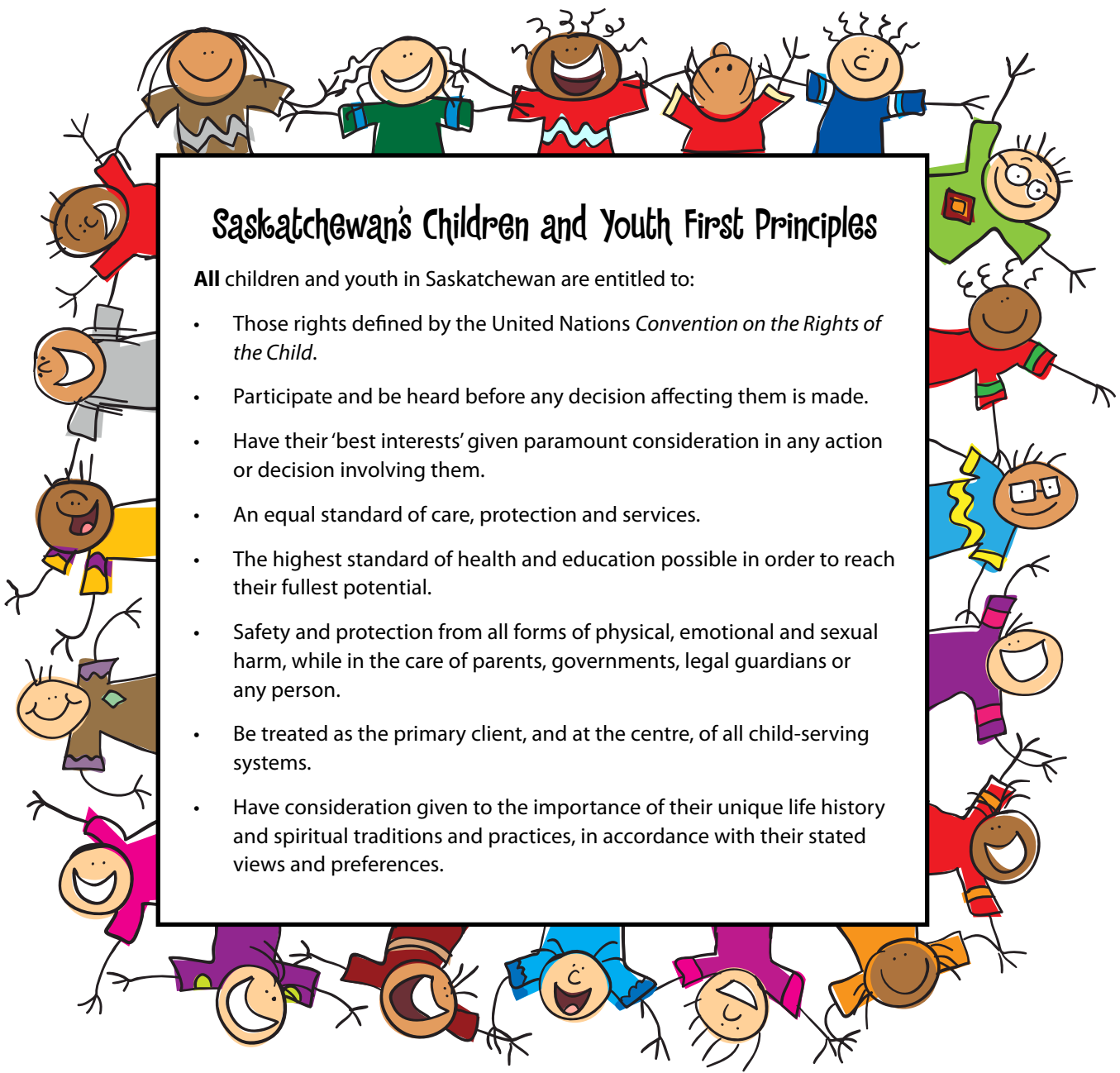
1. Divide the class into groups of 4 or 5 students.
2. Ask each group to create a skit that shows a child's rights being violated and to perform the skit for the entire class. To refamiliarize students with the articles of the United Nations *Convention on the Rights of the Child*, distribute UNICEF's Children's Rights & Responsibilities (http://www.unicef.org/voy/media/rights_leaflet.pdf) or a similar handout that summarizes children's rights.
3. Once the skit is performed, the rest of the class must guess which right has been violated.
4. Explain the role of an advocate. An advocate is someone who can speak for you/ someone who can help you speak up for yourself; you can be your own advocate.
5. Ask the student group to recreate their original skits, adding in an advocate to help mediate the situation.

Some Skit Examples:

- A bully at school steals a student's lunch money (right to protection from abuse, right to nutritious food).
- Two students at school tell all their friends that Sally failed her math class (right to privacy, right to be respected).
- A young boy must work all day long to make money for his family and he never has time for recreation (right to leisure and play).
- A young girl lives in a village that cannot afford clean water (right to clean drinking water).
- A young girl's friends read her diary and spread rumours about her (right to privacy).
- A young girl is not allowed to speak Ukrainian and a young boy is not allowed to speak Cree in her/his classroom (right to practice your own culture/religion).

Some Examples of Advocates:

- Teacher, parents, police
- Advocate for Children and Youth, yourself, friends
- Sister, brother, social worker



Saskatchewan's Children and Youth First Principles

All children and youth in Saskatchewan are entitled to:

- Those rights defined by the United Nations *Convention on the Rights of the Child*.
- Participate and be heard before any decision affecting them is made.
- Have their 'best interests' given paramount consideration in any action or decision involving them.
- An equal standard of care, protection and services.
- The highest standard of health and education possible in order to reach their fullest potential.
- Safety and protection from all forms of physical, emotional and sexual harm, while in the care of parents, governments, legal guardians or any person.
- Be treated as the primary client, and at the centre, of all child-serving systems.
- Have consideration given to the importance of their unique life history and spiritual traditions and practices, in accordance with their stated views and preferences.