

# BE THE CHANGE

<b>Grade:</b> 6-8		<b>Topic:</b> Cared For	
<b>Curriculum Area:</b> Social Studies: Canada's Links to the World, Conflict and Change, Patterns in Human Geography		<b>Title:</b> In Search of Home	
<b>U.N. Rights of the Child Article(s):</b> <ul style="list-style-type: none"><li>• Governments should respect children's right to a name, a nationality and family ties. (Article 8)</li><li>• When children are adopted, the first concern must be what is best for them. The same rules should apply whether the children are adopted in the country where they were born, or if they are taken to live in another country. (Article 21)</li><li>• Children who cannot be looked after by their own family must be looked after properly, by people who respect their religion, culture and language. (Article 20)</li></ul>		<b>Teaching Strategies</b>  Read <i>Journey Home</i> aloud as a class. Discuss reactions to the book. How does your own experience relate to Mai and Lin's: do you know your family's story / background, is that important to you, does knowing your background give you a sense of belonging? Why do you think it was important to Lin / Le Duc Lan to make the journey? Where is your home, and what defines home for you? Show the class the page in <i>For Every Child</i> that illustrates a child's right to a name, and discuss how the UN recognizes having a birth certificate and a name as a fundamental right. Discuss how the <a href="#">UN Convention On The Rights of the Child</a> also recognizes rights that a child has around adoption, and participating in their culture. Why would adoption be an issue that's addressed in the UN Rights of the Child?  As an activity to further engage students, have students complete a <a href="#">decision train</a> for a character and situation of their choice. Some possibilities include: Lin going to Vietnam, the kite maker leaving Lin on the steps of the orphanage, and Lin's adoptive parents adopting her.  Leave the class with a thinking question to reflect on and journal a response to: 🤔 if you could take a "journey home" where would it take you and what would you be looking for? What does home mean to you?	
<b>Information Studies: Overall Expectations</b> <ul style="list-style-type: none"><li>• explore information using a variety of group activities</li><li>• collaborate with others to share findings and ideas</li><li>• analyze and evaluate the nature and importance of information in personal life and society</li></ul>			
For specific grade-level expectations, refer to <i>Information Studies: Kindergarten to Grade 12</i> (OSLA 1999).			
<b>Resources:</b> <ul style="list-style-type: none"><li>• <i>Journey Home</i></li><li>• <i>For Every Child</i></li><li>• <a href="#">UN Convention On The Rights of the Child</a></li></ul>			
<b>Black Line Masters</b> <ul style="list-style-type: none"><li>• <a href="#">Decision Train</a></li></ul>			
<b>BE THE CHANGE... Suggestions for Action</b> <ul style="list-style-type: none"><li>• Is there something about your background that you'd like to find out? Have a conversation with your relatives about it.</li><li>• Celebrate diversity: learn about the backgrounds of your friends and others in your class. Be respectful of them all. How can different backgrounds and experiences make for a richer community?</li></ul>			