

BE THE CHANGE

Grade: Grades 7 and 8		Topic: Introduction to UN Convention on the Rights of the Child	
Curriculum Area: Social Studies and Language Arts		Title: We Are All Equal	
U.N. Rights of the Child Article(s): <ul style="list-style-type: none"> Entire Document especially the following: All children have a right to live. Governments should ensure that children survive and develop healthily. (Article 6) Children have the right to good quality health care, to clean water, nutritious food, and a clean environment, so that they will stay healthy. Rich countries should help poorer countries achieve this. (Article 24) 		Teaching Strategies	
Information Studies: Overall Expectations <ul style="list-style-type: none"> explore information using a variety of group activities collaborate with others to share findings and ideas synthesize findings and formulate conclusions analyse and evaluate the nature and importance of information in personal life and society transfer information skills and knowledge to enrich personal life and contribute to society <p>For specific grade-level expectations, refer to <i>Information Studies: Kindergarten to Grade 12</i> (OSLA 1999).</p>		Session 1: Read the book <i>The Rabbits</i> in its entirety. Use the following questions to lead the discussion: <ul style="list-style-type: none"> What do you notice about the images? How do the pictures make you feel? What do the illustrations add/detract from the book? Who is narrating the story? Who are the rabbits? What story is the book telling? Does this connect to you in some way? The book can mean many things to many people, in this instance lead the discussion towards colonialism, globalization, individual rights, and responsibilities. After discussing, have the students fill in the individual reflection sheet . Leave the students with the following thinking question: ? "Having read <i>The Rabbits</i> , what do I now think about intrinsic rights of people and the access to those rights. Is there a fair division of power and resources in the world?"	
Resources: <ul style="list-style-type: none"> <i>The Rabbits</i> <i>If the World Were a Village</i> <i>The Role of the United Nations For Every Child</i> <i>Let's Talk about Race</i> <i>Mr. Maxwell's Mouse</i> <i>Old Turtle and the Broken Truth</i> <i>Peace Begins with You</i> <i>Brothers in Hope</i> <i>Dream</i> <i>Peace Crane</i> <i>Three Tall Trees</i> 		Session 2: Read the introduction on p. 7 to <i>If the World Were a Village</i> . Before going further, have the class as a whole guess how many in a village of 100 would have access to a safe source of water. Record the guesses. Read the data on pg 18 and create a pie (or bar) graph to show this information. Divide the class into small groups and have each group first estimate and then create graphs using the data from one the following sections: Nationalities – first half, p. 8, Languages – pg 10, Religions – pg 15 Food – second half p. 17, Electricity – p.25 (see black line master). Once the graphs are constructed have each group present both their guess and the reality. Ask them to reflect on the impact of the information e.g. What do you notice? What surprises you? What do you wonder? Any ideas as to why? To conclude this lesson, read aloud "the village in the future", page 29. Leave the students with the following thinking question: ? "Having read <i>If the World Were a Village</i> , what do I now think about intrinsic rights of people and the access to those rights. Is there a fair division of power and resources in the world?"	
Black Line Masters: <ul style="list-style-type: none"> Reflection Sheet for <i>The Rabbits</i> Data Sheet for <i>If the World Were a Village</i> 		Session 3: Introduce the United Nations, and ask if the students know what it is and what it does? Browse the book <i>The Role of the United Nations</i> paying special attention to pg 18-19. Introduce the concept of the United Nations Convention on the Rights of the Child. The Convention is an international agreement, reached in 1989 recognizing the basic human rights of children around the world. It is the first legally binding international instrument to incorporate the full range of human rights for children. The book <i>For Every Child</i> and the UNICEF website both do a good job of introducing the concept. Have the students brainstorm lists of rights they think every child should enjoy. Compare this list to the actual convention: What did the students miss? What did they include that is not in the convention? What seems most important? What surprised the students? Do they feel every child's rights are being recognized? How do they think they can make a difference?	
Optional Resources: <ul style="list-style-type: none"> If the World were a Village (website) PDF booklet of Rights for Every Child Convention on the Rights of the Child (website) 		Extension Activities: Divide the class into small groups. Give every group a book from the following list: <i>Let's Talk About Race, Mr. Maxwell's Mouse, Old Turtle and the Broken Truth, Peace Begins with You, Brothers in Hope, Dream, Peace Crane, Three Tall Trees</i> . Each group is to read the book aloud to each other and then brainstorm the connections they can find in this book to what has been learned. Extend it further by having the students find real connections in the news to the concepts of the rights of the child found in the book. Present their ideas in a dramatic format to the rest of the class highlighting what they have learned from the books and the connections to the rights of children everywhere.	

BE THE CHANGE

BE THE CHANGE... Suggestions for Action

- Visit the website for the [“World’s Children’s Prize for the Rights of the Child”](#) and browse through the site. Read about past winners and how you and your school can become a global friend and participate in the global vote. Tell 3 friends about the site and encourage them to visit it as well.
- Read a current article in a magazine, journal, newspaper or online source about the rights of children somewhere in the world. Ask yourself important questions: How are children’s rights being reported? Are children enjoying the rights they deserve under the convention? Why is it important that the media report justly and clearly about children’s rights? What can you do about voicing your opinion on the rights of children everywhere?