

BE THE CHANGE

Grade: 5		Topic: Survival and Development	
Curriculum Area: Social Studies: Aspects of Citizenship and Government in Canada, Canada's Links to the World		Title: Introduction to United Nations Convention on the Rights of the Child Page 1 of 2	
U.N. Rights of the Child Article(s): <ul style="list-style-type: none"> Whole document - introduction 		Teaching Strategies	
Information Studies: Overall Expectations Inquiry and Research <ul style="list-style-type: none"> explore information using a variety of group activities collaborate with others to share findings and ideas 		Session 1 To introduce the concept of human rights, read <i>For Every Child</i> . Define "rights". Tell students about the United Nations, and UNICEF in particular, an organization dedicated to the rights of children. A good introduction to this is found in Stand Up, Speak Out. Tell students that today they will act as ambassadors for children's rights. They can pick the country they would like to represent. In groups of 4 or 5, "ambassadors" brainstorm as many children's rights as they can and record each right on a post-it note. Now ask students to group the rights by topic, and give each topic a sub-heading. Finally, ask the groups to record their sub-headings on a chart. Invite students to reflect on the headings. What do you notice? Similarities? Differences? Do any themes emerge? Leave students with a thinking question – ? <i>Do all children enjoy these rights?</i> Save the post-its for the next activity.	
Information Technologies <ul style="list-style-type: none"> use ICT to explore information, collaborate with others, test ideas and present findings 		Session 2 Hand out a copy of the <i>UN Convention on the Rights of the Child</i> (UNCRC) to the same groups as were formed last time. As they read the document, they give themselves one point each time they identified a right that is in the UNCRC, and 5 points for a sub-heading that matches a heading in the UNCRC. Consider these questions as a class – <i>Which rights did you identify? Which did you miss? Why might that be?</i> Compare the sub-groups in the UNCRC with student sub-groups. Reflect on the differences. Ask again, <i>do all children/people enjoy the same rights?</i>	
For specific grade-level expectations, refer to <i>Information Studies: Kindergarten to Grade 12</i> (OSLA 1999).		Session 3 Form new groups of 3 students. Give each group one selection (photocopied, but not more than 10% of the whole text) from <i>If the World Were a Village</i> . Alternatively, print this page: from the website and highlight some facts for each group. Today's task is to read the information, and present it graphically to the rest of the class. Each presentation must include a graph, some illustrations or pictures, and a brief oral explanation. One option is to complete the task using a Draw application, such as that found in Appleworks. These presentations will be peer-evaluated using the following criteria: Was the information clear? Did the pictures or illustrations support the content? Could I hear and understand the oral presentation?	
Resources: <ul style="list-style-type: none"> <i>Stand Up. Speak Out</i> <i>For Every Child</i> <i>UN Convention on the Rights of the Child</i> <i>If the World Were a Village</i> <i>Children's Rights series</i> 		Session 3 Read one or two selections from <i>If the World Were a Village</i> . Encourage responses, especially those that begin, <i>I wonder, I think, I noticed..</i>	
Black Line Masters: <ul style="list-style-type: none"> Peer Evaluation Form 		Continued on next page	
Websites: <ul style="list-style-type: none"> CIDA Free the Children Oxfam Human Rights Watch UNICEF If the world were a village website BBC children of conflict 			
Videos <ul style="list-style-type: none"> <i>It takes a child: Craig Keilburger's story: a journey into child labour</i> <ul style="list-style-type: none"> Note to teachers: <i>mature content in last 15 minutes re: child sex trade in Phillipines PREVIEW</i> Highly relevant, powerful video, worth using some or all, depending on audience <i>Ryan's Well</i> 			
BE THE CHANGE... <ul style="list-style-type: none"> write the text for a postcard that includes these key ideas: <i>We Have Learned.....and we think.....</i> Send it to the PM of Canada, or the United Nations, or the Minister of Education, or the Premier of Ontario illustrate the postcard using a photograph of the information gathered and shared in session 3, or with an illustration that reflects your thinking Browse the websites listed under Resources for many other actions students can undertake individually or as a group 			

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Page 2 of 2

Teaching Strategies

Session 4

After the student presentations, reflect as a group, on the fact that not all children enjoy the same rights. This would be a good time to show one of the videos listed under **Resources** to broaden students' experience and understanding. Assign the following homework: for 1 week, students seek stories about people, and especially children who are not given full rights. Discuss the stories as students bring them in to class.

Session 5

Organize students into new groups of 4 – 5 members. In their groups, students are invited to browse through the case studies from the **Children's Rights series**. The task of the group is to choose one case study, and respond to it using the *Role on the Wall* drama strategy. (*The Treasure Chest*, Toronto DSB 1999)

Role on the Wall

A large outline of the figure is drawn on chart paper, representing a character from the drama. The students reflect upon the thoughts, feelings, and qualities that are unique to the character and record these words on the figure. Consider some or all of the following:

- inner characteristics/outer characteristics
- different viewpoints of the character – that of the community, the family, the character's own view
- external forces working for and against this character
- inner forces working for and against this character
- what is known about this situation, what is not known

Session 6

Using the groups formed in Session 5, ask students to think about the case study they chose in the previous session. Now ask them how the characters embodied the phrase "be the change". Today's task is to create two tableaux. One will show the situation the characters were in initially. The second shows how they acted to change their situation. Adding captions to their tableaux could add impact.

Session 7

The final step in this journey of learning is for the students themselves to take action. See the suggestions listed in the *Be the Change* section on p.1 Draw parallels between their actions, and those of the people in the case studies.