

BE THE CHANGE

<p>Grade: Primary</p> <p>Curriculum Area: Social Studies</p>		<p>Topic: Introduction to UN Conventions on the Rights of the Child – primary focus</p> <p>Title: My Place in this World</p>
<p>U.N. Rights of the Child Article(s):</p> <ul style="list-style-type: none"> • Whole document • Governments should ensure that children are properly cared for, and protect them from violence, abuse and neglect by their parents, or anyone else who looks after them. (Article 19) • Children have the right to say what they think should happen when adults are making decisions that affect them, and to have their opinions taken into account. (Article 12) 	<p>Teaching Strategies</p>	
<p>Information Studies: Overall Expectations Inquiry and Research</p> <ul style="list-style-type: none"> • explore information using a variety of group activities • collaborate with others to share findings and ideas • analyse and evaluate information using a variety of strategies • use information technology to relate prior knowledge, locate information, synthesize findings, formulate conclusions, and transfer knowledge and skills 	<p>Session 1</p> <p>Give each child a Smartie, instructing them not to eat them yet. Ask students to describe the outside of the Smartie. (colour, shape, any irregularities). Record responses. Ask students to bite half way into their Smartie. Describe the insides. Through discussion, make comparisons with Smarties and people e.g. look different on outside/same on inside.</p> <p>Read <i>Whoever You Are</i> (or <i>The Skin You Live In</i>) aloud. Using hula-hoops or sorting rings and index cards, invite students to illustrate things that are the same and different about children around the world. They could also add text or captions. Record on Venn diagram on chart paper.</p>	
<p>For specific grade-level expectations, refer to <i>Information Studies: Kindergarten to Grade 12</i> (OSLA 1999).</p>	<p>Session 2</p> <p>As a whole group, browse through <i>The Milestones Project</i>. Invite comments, observations, and connections. Now send students to visit The Milestones project website in pairs. Give each pair a category to investigate e.g. birthdays, shoes, and dentists. Students will record similarities and differences on the chart included. Students are also asked to record the country of the child that most intrigued them. Locate these countries either on a display world map, or in an atlas, and mark them with a post-it. Leave students with this “thinking” question in parting: 🤔 Do you think every child in these countries has access to shoes, hats, dentists, doctors etc?</p>	
<p>Resources:</p> <ul style="list-style-type: none"> • <i>If the World Were a Village</i> • <i>Whoever You Are</i> • <i>For Every Child</i> • <i>The Milestones Project</i> • <i>The Skin You Live In</i> • <i>A Life Like Mine</i> • <i>Children Just Like Me</i> • <i>Children’s Rights Series</i> 	<p>Session 3</p> <p>Read the introduction on p. 7 to <i>If the World Were a Village</i>. Give 20 students 5 small, interlocking cubes. Some students can pair up. Read one of the following sections. Have students graph the information using the cubes. You will need to prepare the category headings advance. Once the graph is constructed, 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? Repeat the process one or two more times, depending on student interest.</p> <p>Some suggested sections: Nationalities – first half, p. 8, Food – second half p. 17, Water – p. 18 Electricity – p.25</p>	
<p>Websites: The Milestones Project</p> <p>Black Line Masters: Chart</p> <p>Box of Smarties 100 interlocking cubes</p>	<p>Session 4</p> <p>Introduce <i>For Every Child</i>, by leading a discussion that includes the following: a reflection on global similarities and difference, further reflection on global reality, as described in Session 3, and the introduction of the idea that one organization (the UN) tried to ensure that all children’s rights were protected through the UN Convention the Rights of the Child. Then read <i>For Every Child</i> aloud. Now ask students to identify 3 rights which they feel are the most important. You could encourage student thinking further with a brainstorming session prior to this activity.</p>	
<p>BE THE CHANGE...</p> <ul style="list-style-type: none"> • Every child creates one page illustrating a right every child should enjoy. This becomes a class or library book, that the children can share and present to other classes, possibly in an assembly, and also share with the school community • Children could send a postcard stating – “I’ve learned about the rights of the child, and I think...” and send them to newspapers, world leaders, other schools, local politicians. 		