

Children’s Rights Education Curriculum Resource

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Katherine Covell, PhD, and R. Brian Howe, PhD
Directors: UCCB Children's Rights Center.
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Foreword to the Teacher

Under the United Nations Convention on the Rights of the Child, Canada is obligated not only to respect the rights of children but also to spread awareness of children's rights. Children, as well as adults, are to be informed of the rights of children as contained in the Convention. This means a particularly important role for public schools and for public school teachers.

The principle of children's rights in Canada predates the UN Convention. It is a part of the Canadian Charter of Rights and Freedoms, human rights codes and acts across the country, and Canada's official policy of multiculturalism. What is important about the Convention, which the Government of Canada signed in 1990 and which Parliament and the provinces ratified in 1991, is that it focuses specifically on children.

In signing the Convention, Canada is legally obligated to comply with each of the articles on the rights of the child and to make reports to the United Nations every five years indicating how Canada is complying with the Convention. The Convention assumes that each of the articles is of equal importance. It also assumes that with rights come responsibilities. If one has a right, then others have a responsibility to respect that right. Through the activities in this resource, as children learn about their rights they also learn about their corresponding responsibilities.

The rights contained in the Convention and the activities are presented here in children-friendly language. The text of the Convention is found at the end of this resource book. The most basic assumption of the Convention is that like adults, children have rights because they are human beings with dignity. If they and their rights are treated with respect, they are more likely to treat others with respect.

It is most important to have the rights instilled within the children so that they feel an active ownership of their rights. As the facilitator it is important to listen to the students and to help them to listen to one another without commenting or contradicting. During activities or discussions, it may be helpful to ask students to try to answer one another's questions, and to show that you appreciate their efforts.

If a child in your classroom/school should come to you with a problem, such as abuse of any kind, please check the regulations with your local Board of Education regarding the exact process by which you should handle the situation, such as to first contact the Children's Aid Society, and then to speak with the principal of your school. Be sure to validate the child by listening attentively, and ensuring him/her that it is okay, and that you are glad that you were told of the situation. A list of possible contacts that may be of help to the children is located on the UCCB Children's Rights Center Website:

<http://faculty.uccb.ns.ca/childrensrights>

Introduction

The Children's Rights Education Curriculum Resource was developed for use with grade 6 students (ages 10-12).

It is organized under seven organizing categories:

- Life and Development
- Living Healthy, Active Lifestyles
- Personal Safety
- Drug Abuse Prevention
- Families & Family Life
- Each of Us is Unique
- Problem Solving and Decision Making

The outcome framework of this manual provides useful reference points for teachers to monitor student progress and assess student ability, knowledge, and understanding.

The use of an extensive range of assessment strategies, both reflective and traditional, allows for ongoing feedback to students and teachers, to ensure that intended learning outcomes are met.

Performance Assessment

Assessment strategies should reflect the full range of student learning in children's rights, and therefore must incorporate a variety of assessment activities. In so doing, the diverse backgrounds, needs, and learning styles of individual students may be taken into consideration as students are given a variety of opportunities to demonstrate their knowledge and skills.

Performance assessment may include, but not be limited to the following:

- Formal and informal observations
- Teacher-made and other tests
- Oral and written communication tasks
- Self-assessments
- Learning logs/journals (What I did, What I learned, What questions I still have)
- Reflective writing
- Questionnaires
- Student-Teacher interviews
- Peer Feedback/Assessment (Perhaps ask what students think their friends who have not taken the curriculum would do in a particular situation vs. what they would do.)
- Activity-based tasks/problems
- Observe what students do and say, making anecdotal records
- Develop and apply specific criteria to assess student performance (e.g. rubrics, rating scales, checklists)
- Examine students' work and apply criteria in assessment

Curiosity Activities

Learning Outcomes:

- Students will demonstrate...**
- . a raised awareness of the fact that they have rights.
 - . an ability to distinguish between wants and needs.
 - . an understanding of their rights.
 - . an interest in learning more about their rights by taking an active and responsible role with regard to their own well-being and that of their peers.

“I think this (the Children’s Rights Curriculum) was a good program. It got me to think about what my friends meant to me and how they feel about me. And I’m glad I did it, and I had fun doing it.”

-female, age 12

Curiosity Activities - Lesson Overview

ACTIVITIES SUMMARY

LEARNING OUTCOMES Students will be able to...

Children's Rights Circle

Students sit in a circle and discuss what it means to have rights and responsibilities.

- . define what 'rights' and 'responsibilities' are
- . describe some of the rights they have and the responsibilities that go along with those rights

In Your Own Words

Students paraphrase specific rights and present both original and paraphrased versions to the class.

- . use their own vocabulary to paraphrase rights
- . suggest what specific rights mean

Children's Rights Chart

Students construct a colorful chart of their rights to use as reference throughout the year.

- . make a list of their rights
- . create an informative chart to use as reference

Classroom Display of Rights

Post students' work on rights throughout the year to use as reference and to aid in reflection, discussions and writings at the end of the year.

- . use the display as reference to reflect on what they have learned
- . take pride in their displayed work

Wants and Needs

Students must distinguish between wants and needs, and are introduced to the idea that some basic needs can be considered rights.

- . distinguish between wants and needs
- . see that some basic needs can be considered rights

Positive People

Students must choose names and write two positive or good things about that person.

- . find something good in everyone
- . feel good about themselves

Children's Rights Circle

Summary	Students form a discussion circle and discuss the concepts of rights and responsibilities.
Students will be able to...	<ul style="list-style-type: none">. define what 'rights' and 'responsibilities' are.. describe some of the rights they have and the responsibilities that go along with those rights.
Preparation	No preparation required.
Method	<p>Students are encouraged to sit in a circle on the floor of the classroom or to form a circle with their chairs. The teacher sits in the circle with the students and facilitates a discussion on children's rights.</p> <p>Some discussion questions which could be used to initiate this group activity are as follows:</p> <ol style="list-style-type: none">1. How many of you know what it means to have rights? (Following their answers, provide an appropriate definition of 'rights', such as the one below.)2. Do you think you have rights? What rights should children have?3. Perhaps you could share with the class some of your ideas of the rights you have.4. Do you feel your rights are respected by others, including the adults in your lives? If so, do others show respect for your rights? If not, what are some examples you can give about how others do not respect your rights?5. Do you think there are certain responsibilities and duties you should have that go along with your rights? (Give a definition of 'responsibility' here, such as the one below.)6. What are some of these responsibilities which go along with your rights?7. Do you think that all children in the world have the same rights? Do you think Canada's children have their rights protected? <p>"Rights" are entitlements that nobody can take away.</p> <p>"Responsibility" is an obligation to respect the rights of others.</p>

In Your Own Words

Summary	Students review rights cards adapted from the UN Convention on the Rights of the Child and discuss rights in their own simple language.
Students will be able to...	<ul style="list-style-type: none">. make use of their own vocabulary to talk about rights.. come up with their own understanding of rights.. provide situational examples of rights.
Preparation	Prepare (cut out) individual Rights Cards found on page 95.
Method	<p>Divide the class into small groups. Give each group a selection of three to four rights and have the groups use their own language to paraphrase the rights. The students might also be asked to come up with situational examples to illustrate these rights in action, however, this is not necessary. Once they have converted the rights they have been given into their own words, encourage the students to first read the right as it was given to them, and then read the right as they have understood and translated it. Perhaps the rest of the class will have some further suggestions.</p> <p><u>Example:</u> One group may present the following, “In some countries children that are only 5 years old work in factories. This is our example of economic exploitation.”</p> <p><u>Note:</u> This is a good lead-in exercise to developing a Children’s Rights Chart (as seen on page10).</p>

Children's Rights Chart

Summary	Students construct a chart of their rights.
Students will be able to...	<ul style="list-style-type: none">. make a list of their rights using their own creativity.. create an informative chart to use as reference.
Preparation	Bring to class, several large sheets of paper or Bristol board, and enough colored paper (construction paper) for each student.
Method	<p>Ask the students to construct a large and colorful chart of their rights, which can be placed at the front of the class for reference throughout the year. The rights that should appear in the chart are listed on pages 11-12.</p> <p><u>Note:</u> It is especially important that the chart be created by the students as close to the beginning of the school year as possible.</p>

Children's Rights Chart

Article 6

You have the right to live in a safe and happy home. You must be given help to survive and to develop.

Article 7

You have the right to a name at birth and to belong to a country. If possible, you should know your parents and be cared for by them.

Article 12

You have the right to express your opinions freely and to have your opinions considered in anything that affects you, even in judicial or administrative proceedings. More weight should be given to these opinions as your capacities evolve and you prepare for adulthood.

Article 13

You have the right to think and to express your views freely and to have them heard, as well as to receive and to give information.

Article 14

You have the right to make up your own mind, to follow your conscience and to choose your religion freely, with the guidance of your parent(s) or caregiver(s).

Article 15

You have the right to meet with others to form or join groups.

Article 16

You have the right to freedom from invasions of your privacy, your family's privacy, or your correspondence with others.

Articles 19, 34, & 36

You have the right to be protected from maltreatment and exploitation of any kind, for example, physical punishment, sexual exploitation, neglect or verbal abuse.

Article 23

You have the right to special care and assistance if you have disabilities of any kind. You have the right to have a life of dignity and to have every opportunity to succeed on your own and to feel that you belong.

Article 24

You have the right to proper health care.

Article 27

You have the right to an adequate standard of living, which will help you to develop socially, morally, spiritually, physically and mentally.

Article 28

You have the right to a free education in public schools at the State's expense.

Article 29

You have the right to develop your own personality, talents and abilities at school and at home. You also have the right to be prepared for life in a free society by learning about respect for others' rights, for your parent(s) or caregiver(s), for your culture, language and values, and for those of others.

Article 31

You have the right to rest, to play, and to participate in leisure activities.

Article 32

You have the right to be protected from work, which threatens your health, education or development.

Article 33

You have the right to be protected from the use or sale of drugs.

Article 38

You have the right to be protected from war and/or having to participate in war.

Classroom Display of Rights

Summary	Students' projects that are related to children's rights are posted around the classroom throughout the year.
Students will be able to...	<ul style="list-style-type: none">. use the display as a reference to reflect on what they have learned.. take pride in their displayed work.
Preparation	Ensure wall space is cleared/available.
Method	Designate a wall in the classroom to post children's rights projects (art work, poems, stories, etc.) completed by students throughout the year. By the end of the year students will be able to look at the display and reflect on what they have learned about rights. The teacher is encouraged to facilitate this reflection, a critical part of the learning process, through group discussions or expressive writing.

Wants and Needs

Summary Students learn to distinguish between wants and needs, and are introduced to the idea that some basic needs can be considered rights.

Students will be able to...

- . understand the difference between wants, needs, and rights.
- . learn that our basic needs can actually be considered rights.

Preparation Prepare (copy and cut out) a set of Wants and Needs Cards (pages 131-137) for each pair of students. For the Variation Activity, several pairs of dice are required.

Method Have the students form pairs, giving each pair a set of Wants and Needs Cards. Tell them to imagine that a new government is being set up in their city/town and wants to provide all young people with the basic things they want and need. The cards represent the list of wants and needs the elected officials have drawn up, but they want the young people themselves to add any items that might be missing. The pairs are to decide together on four additional items, and write them on the blank cards.

Announce to the class that the new government has found that for political and economic reasons, it can provide only 16 of the items on the list. Ask the pairs to decide which 8 items they are willing to give up, and have them return these cards to the facilitator. When all pairs have done this, announce that still further cuts in what can be provided to young people must be made, and ask the pairs to eliminate another 8 items from their lists.

Discuss the following questions with the entire class:

1. Which items were most commonly eliminated in the first round? Why?
2. Was the second round of eliminations more difficult than the first? Why?
3. Did you and your partner have any disagreements over the items to eliminate? Which ones, and why?
4. What is the difference between wants and needs? Which items on the list were wants, and which ones were needs?
5. Do wants and needs differ for different people? Why or why not?

Explain to the group that the most basic needs are sometimes referred to as 'rights'. Rights can be defined as those things that are fair and just for a person to have, or to be able to do.

Variation: Divide the class into groups of four, giving each group a set of Wants and Needs Cards. Allow them several minutes to decide on four things to add to the list. Explain that each group is only going to be able to get **some** of the things they want and need. Each group gets one die, and each member of the group rolls the die once. The sum of the four rolls indicates the number of Wants and Needs Cards that the group will be allowed to keep. Have each group go through their cards and eliminate the required number. Then have each group

report on:

- what number of needs and/or wants they were allowed to keep
- which cards they decided to keep
- how they came to their decisions
- what, if anything, was difficult about the decision-making process.

Discussion Questions:

- Do all groups in society get their needs and wants met equally?
- If not, what accounts for the differences?
- Is it fair for these types of inequalities to exist?

Follow-up:

Ask the students to come up with their own definition of 'rights'.

Have them draw up a list of rights that in their opinion are basic for people of their age, using the Wants and Needs Cards as a starting-point, and have them compare this list with the Convention on the Rights of the Child.

Please note:

This activity was taken from the UNICEF publication [It's Only Right!](#)

Positive People

Summary	Students select the names of classmates from a hat and write two positive or good things about that person.
Students will be able to...	<ul style="list-style-type: none">. find something good in everyone.. feel good about themselves
Preparation	Beforehand, have each student draw a leaf and write his or her name in it, to be placed on the wall.
Method	Have each student write his/her name on a small piece of paper and place the names in a hat or box. Each student is to pick one name, and is to write down on a separate piece of paper, two positive or good things about that person. The identity of the person who writes the good things is to remain a secret, and the good comments are to be posted on the wall next to each person's name. (The individuals' 'pet peeves' and 'dreams' from later activities may also be posted on the wall next to their names.)

Life and Development

Article 6

You have the right to live in a safe and happy home. You must be given help to survive and to develop.

Article 19

You have the right to be protected from maltreatment and exploitation of any kind, for example, physical punishment, neglect or verbal abuse.

Article 23

You have the right to special care and assistance if you have a disability of any kind. You have the right to a life of dignity and to have every opportunity to succeed on your own and to feel that you belong.

Article 24

You have the right to good health and proper health care.

Article 27

You have the right to an adequate standard of living which will help you to develop socially, morally, spiritually, physically and mentally.

Article 29

You have a right to develop your own personality, talents and abilities at school and at home. You also have the right to be prepared for life in a free society by learning about respect for others' rights, for your parent(s) or caregiver(s), for your culture, language and values, and for those of others.

Life and Development

Learning Outcomes:

Students will demonstrate an awareness that they...

- . have a right to life and to be free from maltreatment or abuse of any kind.
- . have the right to special care, education and training if they are disabled, so as to live a full and decent life in dignity and self-reliance.
- . have a right to an adequate standard of living for their mental, spiritual, moral, and social development.
- . must respect their parents, their cultural identity, language and values, as well as those of others.

“I just think that children should have the same respect as big people.”

- male, age 12

Life and Development - Lesson Overview

ACTIVITIES SUMMARY

LEARNING OUTCOMES Students will be able to...

Children and Employment

Students learn about different perspectives on rights issues and consider ways to resolve rights conflicts.

- . see how different people may have different perspectives on rights issues
- . discuss various ways to resolve rights conflicts

Exploring Mental and Physical Well Being

Students discuss the difference between an ability and a disability, how the media influences choices for children, and how physical and mental well being are interrelated.

- . see the importance of differently abled children and discuss their opinions on the use of labels
- . recognize how the media affects healthy decision making
- . see how physical and mental well being are interrelated

Please Note:

The Children and Employment activity was taken from It's Only Right, and the Exploring Mental and Physical Well Being subject questions are from In Our Own Backyard, both UNICEF publications.

Children and Employment

Summary	Students learn about different perspectives on rights issues and consider ways to resolve rights conflicts.
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Students will be able to...	<ul style="list-style-type: none">. see how different people may have different perspectives on rights issues.. discuss various ways to resolve rights conflicts.
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Preparation	Prepare enough photocopies of the Children and Employment Role Cards, on page 21, so that each student has one card.
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Method	<p>Have the students form groups of four and give a different role card (A, B, C, or D) to each member of the group. Instruct them to read these over in silence without showing the others in the group.</p> <p>Next, have those with cards A and B form a pair and those with C and D form another pair. Each member gets three to five minutes to present their position on the working children issue to the other member.</p> <p>Then have the pairs reverse roles, giving A three to five minutes to present B's perspective and B to present A's position, still within the pair. (Likewise for C and D.)</p> <p>At the end of this exchange, give the pairs several minutes to try to come to a compromise position on the issue, and then have the original group of four come back together. A and B explain their compromise position to C and D and then C and D do the same to A and B. The group of four should then attempt to come up with one compromise position. Have a spokesperson for each group of four present their position to the class and then discuss the following questions.</p> <p>Discussion Questions:</p> <ol style="list-style-type: none">1. Was your group able to reach a compromise? Was it easy or difficult to do so?2. Did you think Chris was a girl or a boy? Did this affect your position?3. What effect did reversing roles have on your point of view?4. Are compromises which meet the needs of all parties always possible?
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Children and Employment Role Cards

Role A: Parent No. 1

Last year, my child Chris, who is now 13 years old, started picking fruit on a farm for a couple of hours after school each day. This year, Chris left school and began working full time on the farm. Having Chris work full time has made a big difference to our family. There are very few jobs available in our town. I have never been to school or had any special training, so the wages I can earn are always low. We have had trouble earning enough to feed our four children, even with both parents working whenever they can. Now with Chris bringing home some money every day, we can buy a little more food, new clothes, or medicine when one of the children gets sick.

Chris is as strong as any adult, and is perfectly able to work a full day. Besides, I feel that children should help contribute to the support of their families, as they have always done in our society. I am proud of Chris for being so responsible, and I hope that all of my children grow up to be just as hard-working and reliable.

Role B: Social Worker

I am very concerned about Chris, who at the age of 12 started working part time picking fruit on a farm. Chris has dropped out of school and, at the age of 13, is now working full time. The work is back-breaking. Chris always seems tired and is suffering from pain in one shoulder; I would like Chris to see a doctor who can tell what long-term effect this job might have on Chris's health.

I really feel that this child should be in school with other children of the same age. Chris has no free time to rest, play, join a youth group or take part in the kinds of activities that are available in our town for young people. These types of activities are important if children are to grow up to be healthy and know how to get along with others. No child of Chris's age should be working with adults all day long. Many of the farm-workers smoke cigarettes, drink alcohol, and some may even be using drugs – Chris is too young to understand that these types of things are dangerous.

Role C: Child

I am Chris. I started school when I was 6. When I was 12, I started to work picking fruit on a farm from the time school let out until dusk. I did it because my parents needed more money to buy food for our family.

Now I'm 13, and I have left school. I work full time on the farm. I like working better than going to school. I was bored with school. I never knew why we had to learn the things they taught us. I couldn't see how learning those things would help me get a job. I wanted to get a job and work in the real world, not sit in school all day.

I like the people I work with on the farm, even though they are older than me. I learn a lot by talking to them. I start work at six in the morning, take a break for lunch and work until dusk. Then I take all the fruit I have picked and have it weighed. I get paid by the kilo, so the more I pick, the more I earn. Then I take my pay home to my parents, and eat dinner. Then I go straight to bed, so that I can be ready for the next day.

Role D: Parent No. 2

Last year my child, Chris, who is now 13 years old, started picking fruit on a farm for a couple of hours after school each day. This year, Chris left school and began working full time on the farm.

I don't want Chris to work full time. It would be better for all of us if Chris got an education. Everyone knows that children who finish school can get better jobs and earn more money. If Chris would finish school and get a good job, we would all be better off from the extra money.

Chris got very good grades in the first few years of school, although they went down last year. But the teachers always said that Chris could be a top student, and maybe even go to university. I had hoped that Chris would set an example for our younger children by working hard and staying in school. I don't want my younger children to follow Chris's example by dropping out of school to work picking fruit. I love my children; I want Chris, and all of them, to have a good future.

Exploring Mental and Physical Well Being

Summary	Students discuss the difference between an ability and a disability, how the media and advertisements influence choices for children, and how physical and mental well being are interrelated.
Students will be able to...	<ul style="list-style-type: none">. see the importance and worth of differently abled children.. recognize how the media affects healthy decision making.. see how physical and mental well being are interrelated.
Preparation	No prior preparation required.
Method	<p>Have students sit around in a circle and discuss the following questions.</p> <p>Discussion Questions:</p> <ol style="list-style-type: none">1. What is meant by an ability? A disability?2. What influences our point of view of a child's capabilities?3. Why and how was the term "disabled" changed to "physically challenged" and "differently abled" ? <ul style="list-style-type: none">●Research other terms. Interview differently abled children for their opinion on labels.●Investigate how consumer services and media advertisements influence choices for children: For example: Fast food, cereal, etc.<ul style="list-style-type: none">-What choices are available?-What effects do these messages have on self-image, healthy relationships, and behaviors?-Provide examples of commercials that threaten healthy body image.●Discuss stress and illness in children by raising the following questions:<ul style="list-style-type: none">-What causes stress in children and how can they reduce stress for themselves and others?-How does physical well being affect mental well being and vice versa?-What choices and actions can you take to feel the best you can be?

Scenario #1

Lee is a nine-year-old boy from Toronto who has a larger-than-average nose, caused by hemangioma, a benign tumor he was born with. Because of the size of his nose Lee has been bullied, ridiculed, and even beaten by his schoolmates. Lee has no self-esteem now, is sometimes depressed, and was so afraid of his schoolmates at his last school that he sometimes pretended to have a stomachache or other illness so he could stay at home. He has changed schools recently, and the principal at his new school told all the students about Lee and the hard time he had at his last school, and said that everyone was to be nice to him. The students are a bit nicer to Lee at the new school, but the teasing, tormenting, and bullying continue on.

Scenario #2

Ann is a twelve-year-old girl who has a thyroid problem. As a result of this, she is quite overweight and despite many attempts at losing weight, she is unable to do so. The other students are always teasing her about her size and making fun of her. She is usually the last in her class to be picked for a team, and is often left out of activities by her friends because of how she looks. Ann feels very rejected, lonely, and worthless because of all of this, and sometimes wishes she was never born.

Discussion Questions:

1. Which rights do you think are being violated in these scenarios?
2. Do you think students today pay too much attention to looks?
3. Is the way somebody looks more important than the way they behave or the kind of person they are?
4. Is it right to bully people and call them names just because they look different from or are not as smart as you or I?
5. What can you do to stop bullying and promote acceptance of others?
6. Role play these scenarios (and Case Study #3 from Living Healthy, Active Lifestyles), perhaps in groups of three or so, with one student being the person bullied, and the others picking on that person. How does that person feel to be picked on? Next, do a role play with the students being kind to that individual and trying to make him/her feel good about him/herself. Now how does the individual feel?
7. What can you do to make other people feel better about themselves?

Living Healthy, Active Lifestyles

Article 6

You have the right to live in a safe and happy home. You must be given help to survive and to develop.

Article 15

You have the right to meet with others to form or join groups.

Article 23

You have the right to special care and assistance if you have a disability of any kind. You have the right to have a life of dignity and to have every opportunity to succeed on your own and to feel that you belong.

Article 24

You have the right to proper health care.

Article 26

You have the right, where appropriate, to benefit from social security or insurance.

Article 27

You have the right to an adequate standard of living which will help you to develop socially, morally, spiritually, physically and mentally.

Article 28

You have the right to a free education.

Article 29

You have the right to develop your own personality, talents and abilities at school and at home. You also have the right to be prepared for life in a free society by learning about respect for others' rights, for your parent(s) or caregiver(s), for your culture, language and values, and for those of others.

Article 31

You have the right to rest, to play, and to participate in leisure activities.

Article 32

You have the right to be protected from work which threatens your health, education or development.

Article 39

You have the right to physical and psychological help to recover from abuse, neglect, torture, exploitation or armed conflicts.

Living Healthy, Active Lifestyles

Learning Outcomes:

Students will demonstrate an awareness that...

- . they have the right to live in a safe and happy place free from discrimination, exploitation and maltreatment of any kind.
- . this does not mean they should be allowed to do whatever they want whenever they want. They must take responsibility for wrong doings.
- . they have the right to an adequate standard of living, proper health care, and free education to help them to develop mentally, spiritually, morally, physically and socially.

I think people should care more about children's rights and help people who don't have a lot of money."
- female, age 11

Living Healthy, Active Lifestyles

ACTIVITIES SUMMARY

LEARNING OUTCOMES Students will be able to...

Twining Rights

Students must match cards with rights written on them to the appropriate pictures of rights in action, and then say why they they have made a match.

- . show an awareness of their right to live in a safe and happy place free from discrimination, exploitation and maltreatment of any kind think
- . demonstrate an understanding that having rights does not mean that they should be allowed to do whatever they want whenever they want, and that they must take responsibility for wrong doings.
- . see that they have the right to an adequate standard of living, proper health care, and free public education to help them to develop mentally, spiritually, morally, physically and socially.

Twining Rights

Summary	rights	Students match written rights with pictures of in action.
Students will be able to...		<ul style="list-style-type: none">. make suggestions as to why certain rights match.. summarize what the rights mean, as well as the responsibilities they have for wrong doings.
Preparation		Have the students draw, paint, or find pictures in books and magazines of rights in action. Photocopy the Rights Cards on pages 95-105.
Method		First have the students draw, paint or find pictures of rights in action, corresponding to the Rights Cards. Each student is assigned a different right. Once completed, these pictures are spread out around the room. Students are each given a card with a different right written on it. They are asked to move slowly around the room until they have found a match for their right. Students then should be asked to point out why they think they have made a match.

Scenario #1

There is a small city park with a play area for young children, which has become a favorite hangout for a group of teenagers. They like to listen to music, play frisbee and so forth. Over the course of a few weeks, the group has grown from two or three to almost 50 teenagers and they tend to overflow into the play areas. Parents are no longer comfortable with sending their small children to the playground because the teenagers can get loud at times and get careless with their frisbees. A couple of children have already been hurt. The parents want to get the teenagers to leave the park.

Scenario #2

In a city with high racial tension, a few teenagers have decided to form a club whose purpose is to get young people of different areas and racial backgrounds involved in activities together, such as playing sports. Many of the parents are resisting the idea because they think youth are too inexperienced to handle the potentially very tense and explosive situations that could arise. Several parents have forbidden their teenagers to join the group, and the young people are finding it difficult to arrange a place to meet.

Discussion Questions:

1. Which rights do you think are being violated in these scenarios?
2. Which group of youths is behaving the most appropriately?
3. These two scenarios demonstrate that sometimes demonstrating one's rights can interfere with the rights of others. Which rights are being threatened in these scenarios?
4. What responsibilities must be shown when people exercise their right to association and freedom of peaceful assembly?
5. Is it possible that some rights can outweigh others? If so, which ones?

Please Note:

These scenarios were taken from the [Rights Now: Workshop kit on the UN Convention on the Rights of the Child for youth-serving organizations.](#)

Personal Safety

Article 11

You have the right to be protected against kidnapping.

Article 16

You have the right to freedom from invasions of your privacy, your family's privacy, or your correspondence with others.

Article 19

You have the right to be protected from maltreatment and exploitation of any kind, for example, physical punishment, neglect or verbal abuse.

Article 29

You have the right to develop your own personality, talents and abilities at school and at home. You also have the right to be prepared for life in a free society by learning about respect for others' rights, for your parent(s) or caregiver(s), for your culture, language and values, and for those of others.

Article 32

You have the right to be protected from work which threatens your health, education or development.

Article 34

You have the right to be protected from sexual exploitation and abuse.

Article 35

You have the right to protection against being sold, traded or abducted.

Article 36

You have the right to protection against all forms of exploitation.

Article 37

You have the right to be treated with humanity and respect, and to be protected from all forms of torture, capital punishment, and life imprisonment.

Article 38

You have the right to be protected from war and/or having to participate in war.

Personal Safety

Learning Objectives:

Students will demonstrate that they...

- . have the right to protection from maltreatment or exploitation of any kind.
- . have the right to be protected from work that threatens their health, education or development.
- . have the right to be protected from the use and sale of drugs.
- . have the right to be protected from war.
- . have the right to make up their own minds and follow their own conscience, and the freedom to express their opinions on matters affecting them, as well as the right to be given help to survive and develop.
- . have the responsibility to take care of their natural environment.

Children should always have rights: to eliminate child labour. All children are equal. I think this course was very, very, very cool!"

- female, age 11

Personal Safety - Lesson Overview

ACTIVITIES SUMMARY

LEARNING OUTCOMES Students will be able to...

Hands Up

Students trace the outside of their hands onto a piece of construction paper and then write one thing they like to do with their hands, and one thing people should not do with their hands.

- . show an awareness of their right to protection from maltreatment or exploitation
- . indicate awareness of their rights of protection from the use or sale of drugs, and from work which is harmful to their health, education or development
- . show a responsibility to take care of their natural environment

Twinning Rights Cards

See the “Living Healthy, Active Lifestyles” section (page 27) for a description.

Trust Activities

Students take turns ‘falling’ into their group members, who are expected to stop the individual from hitting the floor.

- . demonstrate their right to be protected, and their reliance on others for protection
- . use their rights knowledge to take an active, responsible role in regard to their own protection and that of others

An Eggsperiment

Students baby-sit eggs to learn about parenting roles and responsibilities.

- . see the necessity of personal safety lessons and protection by adults
- . support personal values related to their beliefs on the needs of children from their parents

Express Yourself

Students discuss various emotions and the situations in which they might feel them.

- . describe various emotions and their expressions
- . discuss when particular emotions might arise, and make suggestions on how to deal with them

Hands Up

Summary	Students trace their hands on paper and write one thing they like to do with their hands, and one thing people should not do with their hands.
Students will be able to...	<ul style="list-style-type: none">. show an awareness of their right to protection from maltreatment or exploitation.. indicate an awareness of their rights of protection from the use or sale of drugs, and from work which is harmful to their health, education or development.. show a responsibility to take care of their natural environment.
Preparation	Have construction paper and markers on hand.
Method	Each student is given a piece of construction paper and a marker and asked to trace the outside of his/her hand onto the paper. Once they have completed this activity, they are asked to write one thing they like to do with their hands and one thing they think people should not do with their hands. This should facilitate a discussion on abuse both physical and sexual and could be done in conjunction with National Child Day (November 20 th of each year), Neighborhood Awareness Week or personal safety lessons.

Trust Activities

Summary	Students take turns ‘falling’ into their group members, who are responsible for stopping the individual from hitting the floor.
Students will be able to....	<ul style="list-style-type: none">. demonstrate their right to be protected, and their reliance on others for protection.. use their rights knowledge to take an active, responsible role in regard to their own protection and that of others.
Preparation	No prior preparation required.
Method	<p>Have students divide into groups of six or eight. Ask the members of each group to stand in a small circle with one group member standing in the middle. Have those in the middle cross their arms in front of their chests, close their eyes and begin to fall. Each of the group members is expected to stop the person from hitting the floor and is to direct the person toward another group member, who will be next in the middle. Each group member should be given an opportunity to be the middle person.</p> <p>This activity will teach the children that it is their right to be protected and that often they will rely on others for that protection. Have the children discuss how the rules of the game helped protect them and have them brainstorm on how they can make use of their rights knowledge and take an active, responsible role in regard to their own well-being and that of their peers.</p>

An Eggsperiment

Summary	Students baby-sit eggs to learn about parenting roles and responsibilities.
Students will be able to...	<ul style="list-style-type: none">. identify the necessity of personal safety lessons and protection by adults.. support personal values related to their beliefs on the needs of children.. learn about the responsibilities that are involved in being a parent/caregiver.
Preparation	<ul style="list-style-type: none">. Bring enough raw eggs for each student in the class.. Have decorating materials on hand; paints, markers, etc.
Method	Have each student decorate an egg to look like a baby and give their eggs a name. Then for a couple of days to a week, have them treat that egg like they would a child they were baby-sitting. This should demonstrate to the children the necessity of personal safety lessons and protection by the adults in their lives from maltreatment, exploitation and neglect of any kind. At the end of the session ask the children how it felt to be a parent and what they think are the most important responsibilities parents/caregivers have toward their children.

Express Yourself!

Summary	Students discuss various emotions and the situations in which they might feel them.
Students will be able to...	<ul style="list-style-type: none"> . describe various emotions and their expressions. . discuss when particular emotions might arise, and make suggestions on how to deal with them.
Preparation	Prepare a set of emotions on cards for each child.
Method	<p>This activity might work well if done in conjunction with a holiday such as Christmas or another special day such as National Child Day on November 20th. Provide each of the children with a set of emotions on cards which may look like this:</p> <p>HAPPY = : -)</p> <p>SAD = : - (</p> <p>ANGRY = : - Z</p> <p>SCARED = : - O</p> <p>INDIFFERENT = : - 1</p> <p>Finally, read or tell the students fictitious stories about children who are in situations that may make them feel these emotions. This activity should help the students learn to identify their emotions and may help them feel more comfortable in expressing those emotions in the future. Have the students talk about some situations, real or imagined, where they might feel these emotions. This would be a good lead-in to a discussion on anger, and the children's right to protection from abuse or maltreatment (article 19), which may stem from anger. Discuss appropriate means of dealing with anger, a normal, healthy emotion (see <u>Facing the Fire</u> by John Loe and Bill Scott).</p>

Scenario #1

During lunch hour on the playground a young girl asks a male friend to give her a kiss on the cheek. A teacher sees the boy take the girl up on her request and reports the event to the school principal who suspends the boy for sexual harassment.

Scenario #2

A mother and her two-year-old daughter were shopping for groceries. The little girl began demanding that the mother buy her things. The child threw a temper tantrum in the middle of the store. To remedy the situation the mother spanked the child.

Scenario #3

A group of students spent the day at the beach. When they were leaving they left all their garbage in the sand, including empty pop cans and chip bags. Some policemen noticed this; the students were fined and banned from the beach for a month.

Discussion Questions:

1. Do you feel the boy in Scenario 1 did anything wrong to warrant the punishment he received?
2. Which of the above scenarios do you feel had the most appropriate outcome? Why?
3. Rank the scenarios from the one you feel was the most appropriate to the one you feel was the most inappropriate.
4. These scenarios demonstrate the fact that abuse can take many forms. Can some forms of abuse be seen to be more serious than others?
5. What are parents' responsibilities in looking after and disciplining their children?
6. What would happen if everyone left their garbage on the beach?
7. What can you do to help clean up your beaches or community parks?

Drug Abuse Prevention

Article 14

You have the right to make up your own mind, to follow your conscience and to choose your religion freely, with the guidance of your parent(s) or caregiver(s).

Article 33

You have the right to be protected from the use or sale of drugs.

Drug Abuse Prevention

Learning Outcomes:

**Students will demonstrate
an awareness that they...**

- . have the right to make up their own minds.
- . have the right to be protected from the use and sale of drugs.

“I feel this program is certainly needed in many classrooms. I feel this is an excellent program.”
- female, age12

Drug Abuse Prevention - Lesson Overview

ACTIVITIES SUMMARY

LEARNING OUTCOMES Students will be able to...

Role Playing

Students act out situations where they have been exposed to or fear being pressured into using/selling any kind of drug.

- . express their emotions and opinions towards drugs and alcohol
 - . make use of their rights knowledge to say “no” to drugs and alcohol
-

Sam’s Story

Students listen to a story about a boy and his father, who has a drinking problem, and discuss the rights of the individuals involved.

- . demonstrate awareness that they have the right to make up their own minds
- . demonstrate awareness that they have the right to be protected from the use/sale of drugs

Role Playing

Summary	Students act out situations where they have been exposed to or fear being pressured into using/selling any kind of drug.
Students will be able to...	<ul style="list-style-type: none">. express their emotions and opinions toward drugs and alcohol.. make use of their rights knowledge to say 'no' to drugs/alcohol.
Preparation	If the role play cards are used, you will need a copy of either A or B for each student
Method	<p>Have students act out a situation where they have been exposed to drugs of any kind including cigarettes, or act out a scenario in which they may be fearful of being pressured into using or selling drugs. They may feel more comfortable doing this in groups.</p> <p>You may also wish to use the role play cards, on page 42, taken from <u>It's Only Right</u>, a UNICEF publication. Have the students work in pairs, giving one person in each pair Role A and the other Role B. They read over their cards separately, discussing the situation and what each character might do.</p> <p>After the role play have the students gather in a group and discuss the following questions:</p> <ol style="list-style-type: none">1. What was easy or difficult about the role you played?2. What were the best ways of defending your rights, and what ways did not work at all?3. Have you ever encountered a situation like this?4. In real life, do you think it would be possible to stand up for your rights as you did in the role play?5. Do you think it would be easier to defend your own rights or those of someone else?

Role A:

You are a drug dealer. You are trying to convince a young person to sell drugs for you. You explain to this person that you will give him a certain amount of drugs to sell each day, and at the end of the day, he is to bring you all the money. You will then give him a percentage of the profit. You will also give him drugs to use from time to time.

Let this person know that you have asked him because you feel he is honest and will not run away with the money. Remind him how difficult it is for young people to find jobs in this poor neighbourhood. The amount of money to be made selling drugs is far more than he could make by working at a low-paying job, even if one could be found. Get him to think about the things that he could buy with the extra money, or how he could help to support the family with the money made from selling drugs.

Promise this person that you will protect him from other drug dealers in the area, and from the police.

Role B:

You are 12 years old. A drug dealer is trying to convince you to work for her selling drugs to other young people in the neighbourhood. You need the money, but you don't want to start using drugs or selling them. You have learned about how dangerous they are for your health. You also know of people who have been killed in arguments over drug deals.

You want to say no to this drug dealer, and get away from her as quickly as possible. But you are also afraid of what her reaction will be if you say no. You are afraid that she might get angry, threaten you, or hurt you in some way, either now or later.

You are also worried about what your friends will say or do if you refuse to sell drugs. Some of them already work for this drug dealer. Even if you can get out of this situation right now, you are afraid and might need protection in the future.

Sam's Story

Summary

Students listen to a story about a boy and his father, who has a drinking problem, and discuss the rights of the individuals involved.

Students will be able to...

- . demonstrate awareness that they have the right to make up their own minds.
- . demonstrate awareness that they have the right to be protected from the use/sale of drugs.

Preparation

No prior preparation required.

Method

Read Sam's story (below) and use questions to facilitate discussion.

Sam's Story

Sam is a three-year-old boy whose father likes to drink. Sam's mother works all day to support the family while Sam stays at home with his father. His father gets the urge to have a few drinks one hot August day, but when he goes to the refrigerator there is nothing in it. His father decides to go to the local tavern. He takes Sam to the tavern with him and leaves him in the car because he doesn't want to expose his son to the atmosphere of a bar. The boy is left in the car for nearly two hours while his father is drinking. When the police find Sam, he is crying hysterically and suffering from heat exhaustion.

Discussion Questions:

1. What rights do you think were being violated here?
2. Who do you think is most responsible for these rights violations: Sam, Sam's mother, or Sam's father?
3. What could Sam have done to prevent these violations? Who do you think should protect Sam?
4. Do you think Sam should be left to live with his family in this situation?
5. If you had the power to change this situation what would you do?

Scenario #1

A child is rushed to the hospital because of an asthma attack. The attack was probably brought on because her father and mother had friends over who were smoking, and the smoke may have triggered the attack.

Scenario #2

You are at a school dance and a friend asks you to go behind the school and drink a few beers with her. She tells you if you do not go she will never speak to you again.

Scenario #3

You live in a really tough neighborhood where gangs rule the streets. The gang leaders are routinely pushing drugs on the children in the area and getting them to be carriers in the sale of drugs on the street. They do this because the police are less likely to suspect the young children of being involved in the sale of drugs.

Discussion Questions:

1. Rank these scenarios according to which one you think is the most wrong.
2. Do you think people smoking in the presence of children is a violation of their rights? If so, refer to your classroom Children's Rights Chart and determine which rights this would violate.
3. Do rights violations of the sort discussed in Scenario #3 happen in your local area?
4. What do you think can be done to prevent situations like the ones discussed above from occurring?
5. Who do you feel is responsible and able to prevent such rights violations?

Families & Family Life

Article 3

You have the right to speak in all legal and administrative decisions concerning you, and to have your best interests upheld.

Article 5

You have a right to have your parents or caregivers provide you with direction concerning the rights in the Convention.

Article 9

You have the right to live with parents unless it is decided not to be in your best interest, and you have the right to maintain contact with both parents.

Article 10

You have the right to leave or enter any country for family reunification and to maintain contact with both parents.

Article 16

You have the right to freedom from invasions of your privacy, your family's privacy, or your correspondence with others.

Article 18

You have the right to be cared for by both of your parents and to be provided with good child care if your parents/caregivers are working.

Article 20

You have the right to receive special protection and assistance when separated from your family, and to be provided with alternative care.

Article 21

You have the right to proper adoption where it is permitted.

Article 22

You have the right to protection and assistance, including assistance in locating missing family members, if you are a refugee or are seeking refugee status.

Article 25

You have the right to live in a safe and happy environment if you are placed in a home or institution for reasons of care, protection, or treatment.

Families & Family Life

Learning Outcomes:

Students will demonstrate awareness of...

- . their rights of expression, thought, conscience and religion.
- . the important role healthy families and family communication play in ensuring all children's rights are respected within the confines of the home and in society as well.

“It was a good program to teach kids to accept minority groups more.”
- male, age 12

Families and Family Life - Lesson Overview

ACTIVITIES SUMMARY

LEARNING OUTCOMES Students will be able to...

Our Family's Favorite Games

Students learn their parent's/caregiver's favorite childhood games, then teach them to their classmates.

- . understand the important role healthy families and family communication play in ensuring that their rights are respected in the home and in society
- . make use of their knowledge regarding freedom of expression, thought, conscience, and religion

Our Family's Favorite Traditions

Students tell about their favorite family traditions.

- . make use of their knowledge of the fact that everyone is different and that they must respect others' differences
- . express their awareness of the importance of the family in healthy living

Coat of Arms

At home, students construct their own coats of arms, which illustrate what makes them special and unique.

- . demonstrate an understanding of their names, nationalities, and family histories
- . indicate what makes them special and unique

Our Family's Favorite Games

Summary	Students learn their parent's/caregiver's favorite childhood games then teach them to their classmates.
Students will be able to...	<ul style="list-style-type: none">. understand the important role healthy families and family communication play in ensuring that their rights are respected in the home and in society.. make use of their knowledge regarding freedom of expression, thought, conscience and religion.
Preparation	Prepare a letter for students to take home to their parents/caregivers, asking them to show the students their favorite games from their childhood.
Method	<p>Students are sent on a quest for games. They take a letter home to their parents asking them to show the children their favorite games from their childhood. It is a good idea to suggest in the letter that aunts, uncles, grandparents etc., be included. The letter explains that the students are developing a games project, so it is important for the parents/caregivers to be involved. The students in turn will teach the games to their classmates. Parents/caregivers may want to come and help their children teach the game, or may wish to send instruction to the teacher. This activity will show that there are many areas of life that are influenced by family and that family plays an important role in children's rights, from passing on tradition central to the child's identity, to providing the child with tools to rely on during leisure activity and much more.</p> <p>Note: It may be beneficial to use the Families Worksheet found on page 113 to stress the importance and differences of families.</p>

Our Family's Favorite Traditions

Summary	Students talk about their favorite family traditions
Students will be able to	<ul style="list-style-type: none">. make use of their knowledge of the fact that everyone is different and that they must respect others' differences.. express their knowledge on the importance of the family in healthy living, and on the impact their families have on them.
Preparation	No prior preparation
Method	For homework, have students think about and speak with their parents/caregivers about some of their favorite family traditions, such as those surrounding holidays, birthdays, etc. The following day ask students to share their traditions with the class. The teacher may begin the discussion by sharing with the class some of his/her favorite family traditions.

Coat of Arms

Summary	Students construct their own coats of arms.
Students will be able to...	<ul style="list-style-type: none">. demonstrate an understanding of their names, nationality and family history.. indicate what makes them special and unique.
Preparation	To be given as homework. Define/describe what a coat of arms is, and its purpose/meaning.
Method	Have students, at home, construct their personal coats of arms made of hand drawn pictures, sayings that mean something to them, home photos or even photos out of magazines which illustrate what makes them special and unique

Scenario #1

Two children, Billy and Jolene, are taken away from their parents and put in foster care because their parents let the house get extremely dirty and run down and the children weren't given any rules to live by. When the police and child welfare workers stepped in, there was garbage piled so high that you could barely find their sofa.

Discussion Questions:

1. What are the parents' responsibilities in taking care of their children? Are they living up to these responsibilities?
2. What children's rights are being violated here, if any?
3. Should Billy and Joline have been taken away from their parents?
4. What could be done to fix the situation and help the children?

Scenario #2

Sue's mother is a successful business person who is always away from home, either at the office or away on business trips. She buys Sue many toys and games to occupy Sue's time, since she cannot spend much time with Sue. Mary's mother works at a local factory. She has to work shift work, but she spends as much time off as possible with Mary. Because she cannot afford to buy Mary a lot of expensive toys or games, she does things with her instead, like hiking, going to the park, etc.

Discussion Questions:

1. Are any rights being violated in these scenarios?
2. Which girl do you think is happier?
3. Which situation would you rather be in?
4. Which types of activities do your family do together? What types would you like to do together?
5. Think of a game that children without money, equipment, and resources could play.

Case Study

Daisy is four years old, blind, brain damaged, and must be fed through a tube in her stomach. She is a Canadian citizen, but her mother is not. Her mother, Gladys, is from Argentina. Gladys was jailed during a teachers' strike, and after her parents' home was blown up, killing her mother, brother, and sister, Gladys fled to Canada. She met Daisy's father in Canada, but he has since abandoned the family.

Immigration officials insist that Daisy's mother leave this country, leaving Daisy to be cared for in a hospital or nursing home, and depriving her of her mother's love and care. Daisy could go to Argentina with her mother, but her mother may not be able to pay for Daisy's medical care there. It is questionable whether or not the health care there would even be adequate for Daisy's condition.

Discussion Questions:

1. Are any of Daisy's rights being violated in this case? If so, which one(s)?
2. Do you think Daisy and her mother should be able to stay together in Canada, or should Daisy's mother be sent to her native Argentina?
3. What do you think might happen to Daisy if she is separated from her mother?
4. Does Daisy's mother have a right to remain in Canada even though she does not have Canadian citizenship?

Each of Us is Unique

Article 2

You have the right to be protected from any form of discrimination or punishment based on your family's status, activities or beliefs.

Article 7

You have the right to a name at birth and to belong to a country. If possible, you should know your parents and be cared for by them.

Article 8

You have the right to keep or re-establish your identity (name, nationality, and family ties).

Article 12

You have the right to express your opinions freely and to have your opinions considered in anything that affects you, even in judicial or administrative proceedings. More weight should be given to these opinions as your capacities evolve and you prepare for adulthood.

Article 13

You have the right to think and to express your views freely and to have them heard, as well as to receive and to give information.

Article 14

You have the right to make up your own mind, to follow your conscience and to choose your religion freely, with the guidance of your parent(s) or caregiver(s).

Article 29

You have the right to develop your own personality, talents and abilities at school and at home. You also have the right to be prepared for life in a free society by learning about respect for others' rights, for your parent(s) or caregiver(s), for your culture, language and values, and for those of others.

Article 30

You have the right to enjoy your own culture, to practice your own religion and to use your own language.

Each of Us is Unique

Learning Outcomes:

Students will demonstrate an understanding that they...

- . all have the right to have a name and nationality at birth and to belong to a country.
- . have the right to enjoy their culture, language and values and to have them respected.
- . as people, have the right to develop their own personalities, talents and abilities at school and at home, and to associate with their peers no matter what culture or peer group they may belong to.
- . have the right to make up their own minds, follow their own conscience and choose their own religion, subject to some guidance from their parent(s)/caregiver(s).
- . have the right to think and to express their opinions freely and to have them heard.
- . as citizens, have the responsibility to respect these same rights in others.

“Depend more on personality than looks.”

- female, age 12

Each of Us is Unique - Lesson Overview

ACTIVITIES SUMMARY

LEARNING OUTCOMES Students will be able to...

Silhouettes

Students take turns standing/sitting in front of a projector light, and the class discusses what unique characteristics are missing when only a person's silhouette is visible.

- . describe unique characteristics of individuals
- . indicate an understanding of the uniqueness of individuals

Best I Can Be

Students write or draw about dreams they have for their futures, and share them with the class.

- . observe the uniqueness of individuals' aspirations
- . support personal values related to their own goals

My Pet Peeve

Students share and discuss their pet peeves, which indicates that everyone's dislikes and likes are different and should be respected.

- . see that everyone's likes and dislikes are different
- . show respect for others' likes and dislikes

Photo Wall

Students bring to class photos of themselves when they were younger and at the present. They then try to match others' younger and present-day photos by trying to locate the unique, defining features of others.

- . identify defining characteristics of others
- . see that everyone is the same with respect to rights and responsibilities
- . see the necessity in taking an active role with regard to their own well-being and that of their peers

Who Am I Game

Using well-known TV characters, students take turns asking the class personal questions about the character to determine who it is.

- . identify personal characteristics of others
- . see the importance of unique characteristics in distinguishing among the numerous people in their lives

Rights in Conflict Cartoons

Students discuss how one individual's rights can clash with those of another, and complete the Rights in Conflict cartoons.

- . see how the rights of different individuals can conflict
- . discuss ways of resolving rights conflicts

Silhouette

Summary	Students see what is missing when only a person's silhouette is visible.
Students will be able to...	<ul style="list-style-type: none">. understand that each individual is unique.. learn about the characteristics that make them unique.
Preparation	Bring to class an overhead projector, and a projector screen, or clear a wall to use instead of a screen.
Method	Tools required for this activity are a bare wall or projector screen, and a projector. Students are asked to come and stand or sit sideways in front of the projector light, which will cause their silhouettes to be cast onto the screen at the front of the class. After everyone who wishes to take part is given an opportunity, the teacher facilitates a conversation about what is missing when only a person's silhouette is visible. What should emerge from this discussion is that all the things that make a person unique are missing. An example is physical characteristics which distinguish one person from another, and aspects of a person's dress that distinguish one peer group from another or one person from another.

Best I Can Be

Summary	Students share their dreams for the future.
Students will be able to...	<ul style="list-style-type: none">. observe the uniqueness of many individuals' aspirations.. support personal values related to their own goals.
Preparation	Cut out paper into the shape of clouds and give one to each student to write or draw his/her dream on.
Method	Encourage students to put their heads on their desks, with the lights turned down in the room and to recall a dream they may have for their future, or something bright they see for themselves in the future. Afterwards have each student write a short passage about their dream or draw a picture to illustrate it and to share it, if he/she wishes, with the class. This activity should bring about the realization that people's dreams and aspirations are their right and should be respected and supported because they, too, make each of us unique.

My Pet Peeve

Summary	Students share their pet peeves.
Students will be able to...	<ul style="list-style-type: none">. see that everyone's likes and dislikes are different.. show respect for others' likes and dislikes.
Preparation	Cut out paper into the shape of animals, and give one to each student to write his/her pet peeve on.
Method	Encourage each of the students to share the most important thing that "bugs me" in their world (the teacher would be advised to have each student write his/her response on the board to show that they are being heard and that what they are saying truly matters). A discussion could then follow concerning the fact that people's pet peeves, as well as the things they like, serve as additional distinguishing factors and that these likes and dislikes should be respected even if they are different from one's own.

Photo Wall

Summary	Students must match younger and present-day pictures of others.
Students will be able to...	<ul style="list-style-type: none">. see that everyone is the same with respect to rights and responsibilities.. identify the defining characteristics of others.. see the necessity in taking an active role with regard to their own well-being and that of their peers.
Preparation	Clear enough wall space to put photos on, or gather around a large table to match the photos.
Method	<p>Students may wish to bring in a photograph of themselves taken years previously, and another photo of themselves as they are at the present time. Students then can make a game out of trying to match people's younger pictures with their present day pictures. The teachers in the school may want to bring in their own pictures as well. This should lead into a discussion of two things:</p> <ol style="list-style-type: none">1. The fact that each student may have a defining feature that makes it easy to match his/her younger baby photo with a present-day photo.2. The fact that we all (regardless of race, sex, age, etc.) begin in this world as babies, with no idea of where we will end up or what kind of life we will have. This is why we all need rights and that we all have the responsibility to respect others' rights and to take an active role with regard to our own well being and that of our peers.

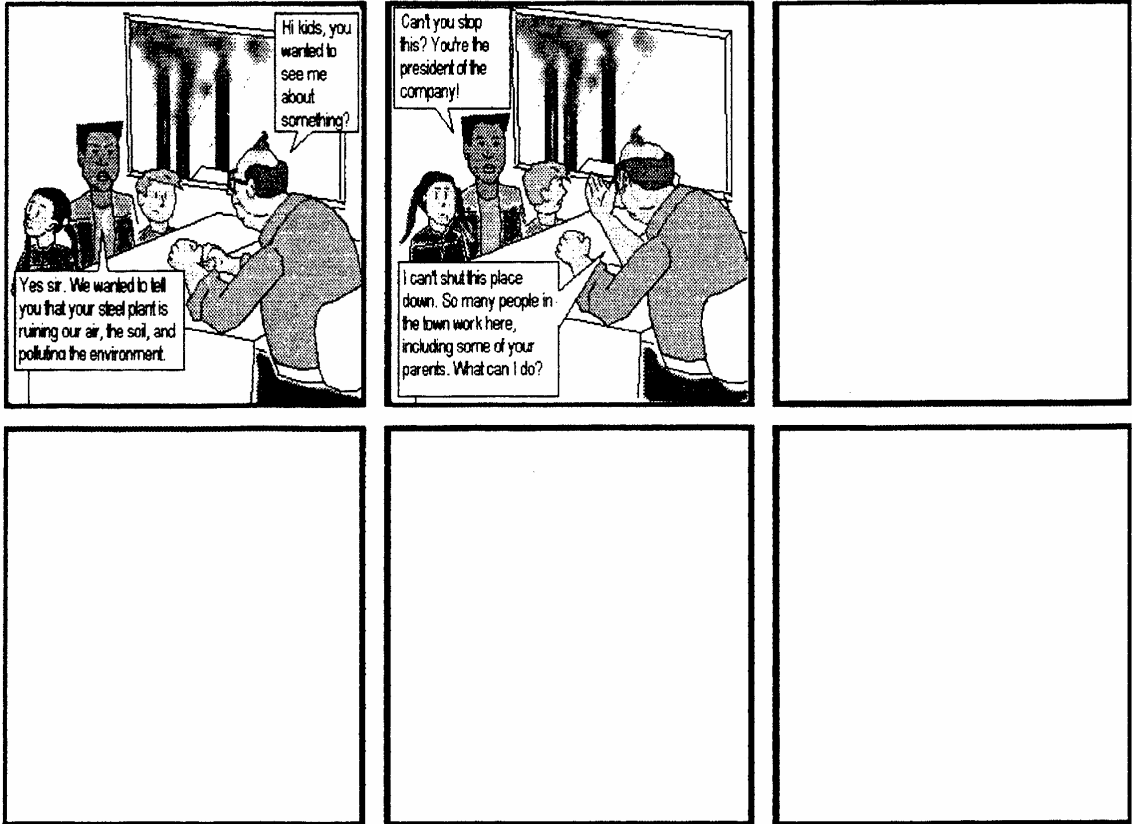
Who Am I Game

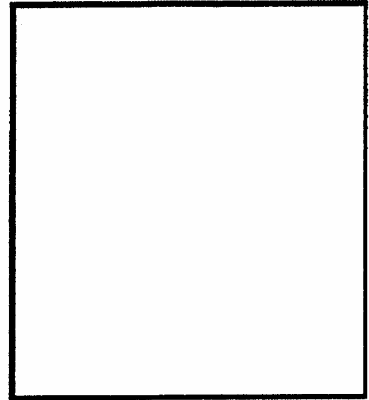
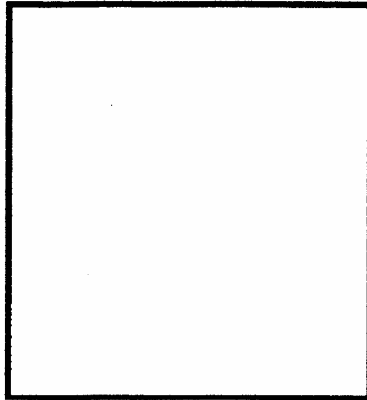
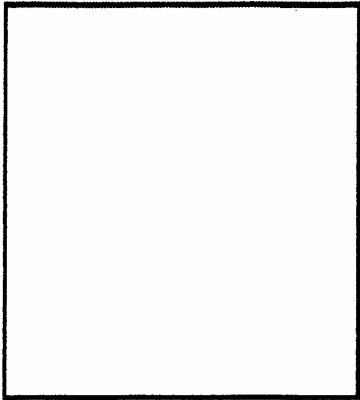
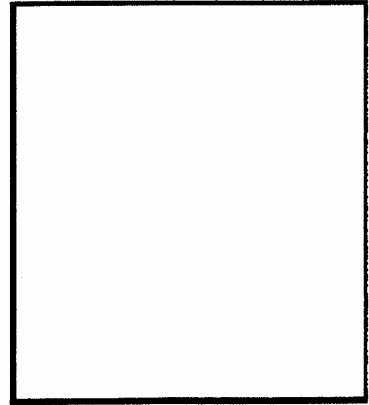
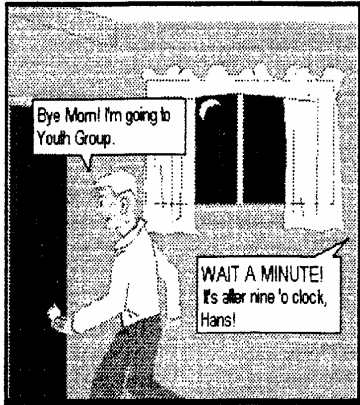
Summary	Students take turns asking questions to guess the identity of a well-known TV character.
Students will be able to...	<ul style="list-style-type: none">. identify personal characteristics of others.. see the importance of unique characteristics in distinguishing among the numerous people in their lives.
Preparation	Have a hat or something to put the names in. Think of well-known TV characters the students would know.
Method	Have a hat full of names of well-known TV characters with whom the students are familiar and know some of the personal likes/dislikes of. Ask one student to go out in the hall with the classroom door closed. Once that student has left the room, have another student pick a name out of the hat and tell it to the class. Then have the student in the hall return to the classroom. This student should then be encouraged to ask questions such as, “What sort of activities do I enjoy”, or “How old am I”, etc., as if he/she were the person the others were thinking of. The student can ask questions until they determine who the TV character is as long as they don’t ask, “Who am I?” This activity should stress to the students the importance of unique characteristics in allowing us to distinguish among the numerous people in our lives.

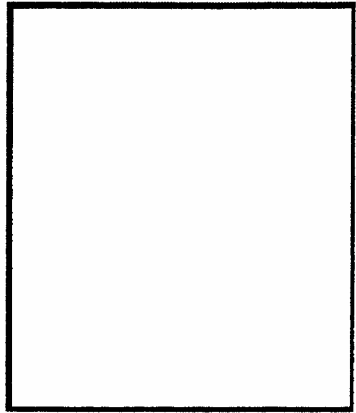
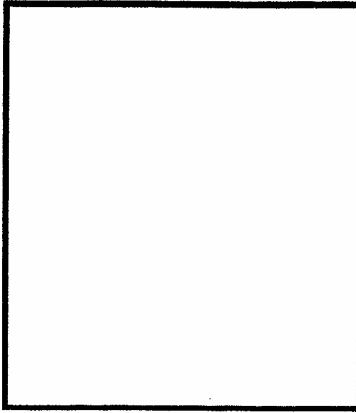
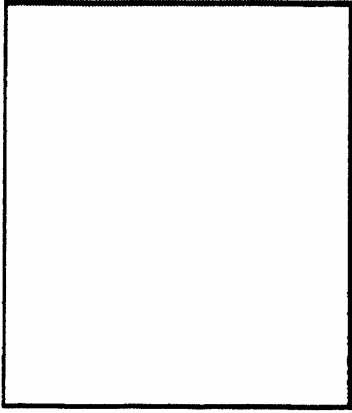
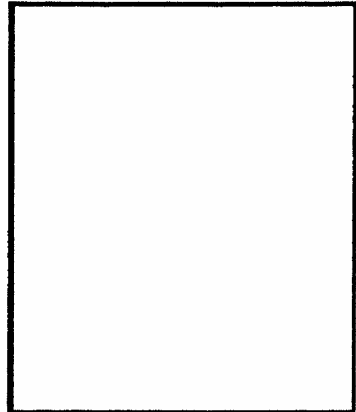
Rights in Conflict Cartoons

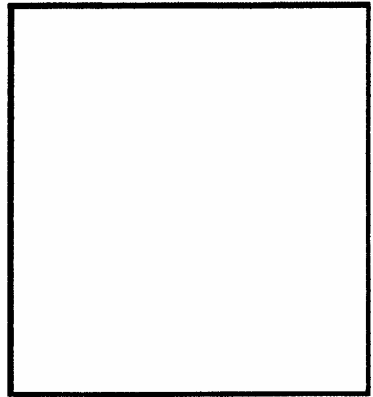
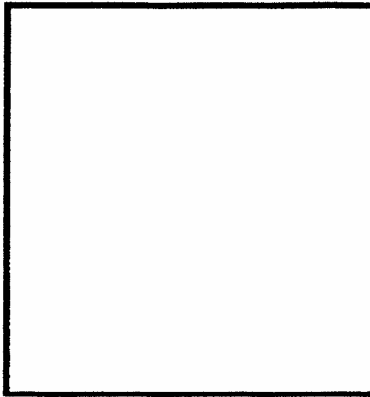
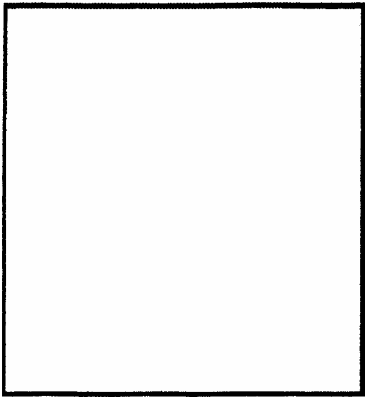
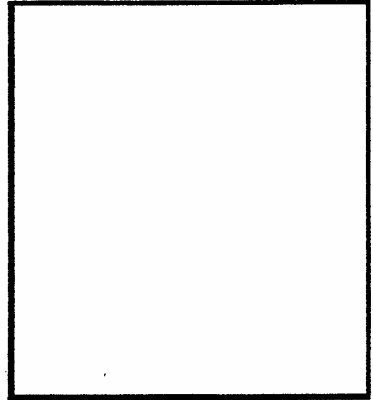
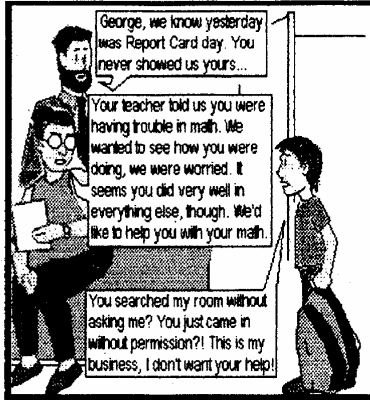
Summary	Students discuss how one individual's rights can clash with those of another and complete the Rights in Conflict cartoons found on pages 61-66.
Students will be able to...	<ul style="list-style-type: none">. see how the rights of different individuals can conflict.. discuss ways of resolving rights conflicts.
Preparation	Prepare a copy of the Rights in Conflict cartoons for each group of four students.
Method	<p>Explain to the class that there are times when one person's rights will clash with those of another person. For example, a child who believes she is exercising the right to freedom of expression when making racist comments about another child is setting up a conflict situation with that other child, who has the right to protection against discrimination.</p> <p>There are also times when people will interpret the same right in different ways, causing a conflict between them. For example, an adult may feel that a child has the right to be protected from abuse, and yet feel it is appropriate to hit the child as punishment for doing something wrong; the child may feel that any kind of hitting is physically abusive.</p> <p>Have the students form groups of four, giving each group a copy of one of the Rights in Conflict cartoons. Have them take a few minutes to study the situation depicted by the cartoon, and to consider these questions:</p> <ol style="list-style-type: none">1. What are some of the ways in which this conflict might be resolved?2. Which types of solutions do you think are preferable?3. Which types of solutions do you think would be most likely to actually occur?4. Are there any solutions in which both parties could get their needs met?5. Name a situation that you were in where a conflict occurred and explain if a compromise was made. <p>The groups should then work together to complete the cartoon in a way that shows the best possible solution, which is also realistic and achievable. Completed cartoons can be posted around the room, allowing time for everyone to view all the cartoons. Then, discuss each scenario and which solutions allowed both characters to uphold their rights.</p> <p>Variations: Some groups may want to draw more than one outcome from the same situation, or students can create cartoons about rights which come into conflict in their own lives.</p> <p>Follow-up: Collect examples of rights conflicts in your community from newspapers, television, or radio. It may be possible to interview community members who have been involved in rights conflicts. How were these conflicts resolved? How many of them were resolved peacefully?</p> <p>Please Note: This activity was taken from <u>It's Only Right!</u>, a UNICEF publication.</p>

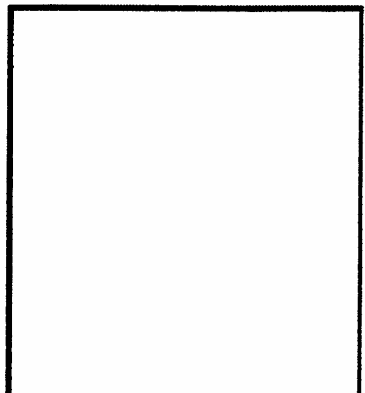
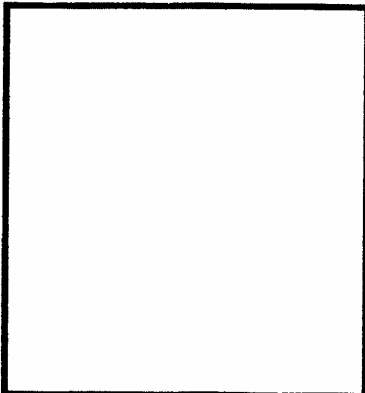
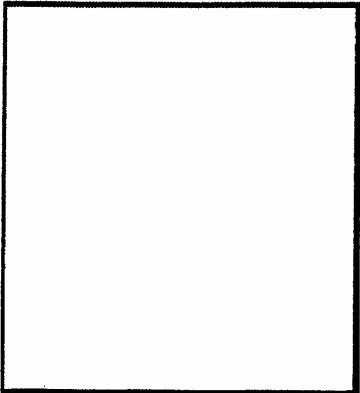
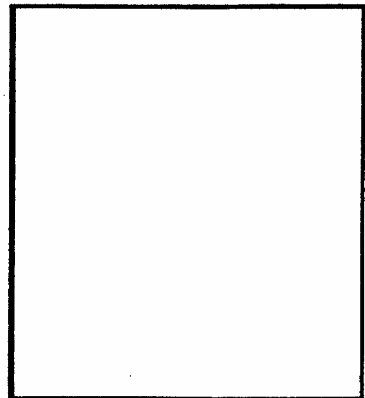
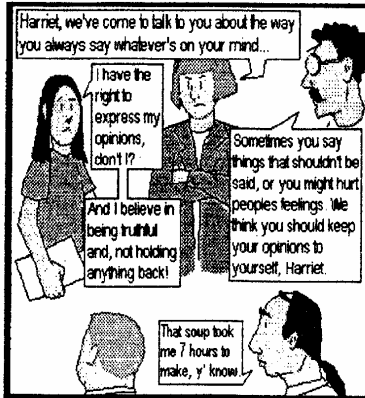
Rights in Conflict Cartoons

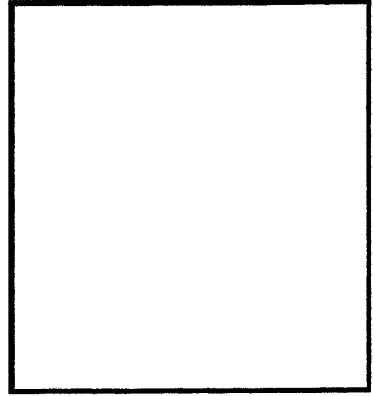
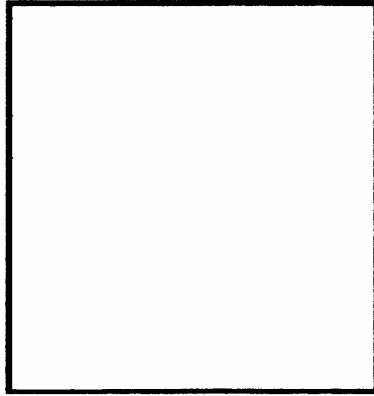
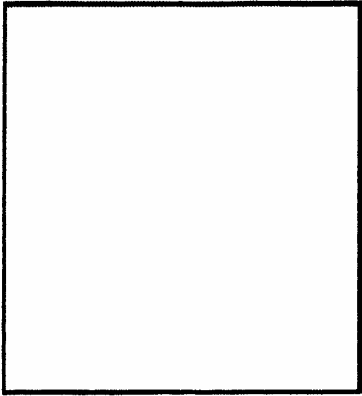
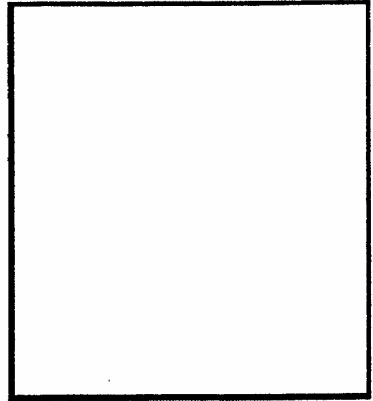
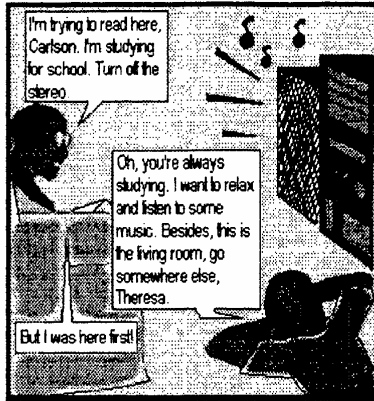
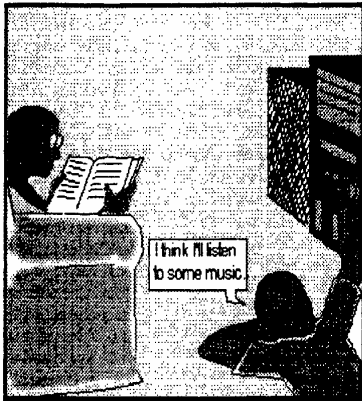












Case Study #1

Mark is a First Nations student at a local school sent home to avoid any conflict arising after another student was heard making racial slurs at Mark and his friends. Do you think Mark had the right to be angry? Should Mark have been sent home, or the other boy, or both boys?

Case Study #2

Kenny is a boy aged 15 whose fashion statement is to wear a black trench coat with a Nazi arm band. Many of the Jewish students in the school feel offended by his fashion statement. Do you think the school should step in and refuse to allow Kenny to wear his Nazi arm band to school?

Case Study #3

Karen is a 14 year-old girl who hung out with a group of students labeled ‘grungers’ or ‘skateboarders’. While walking home from a friend’s house one night, she and a friend were physically assaulted by another group of students. The other students yelled words like “freak” and “weirdo”. Do you think the other students should be punished for their actions? Do you think Karen and her friends should be made to feel afraid to walk down the street because they dress differently and like different types of music from other groups of students? Why do you think the way that people dress is so important?

Discussion Questions:

1. How free should we be to say what we like, to dress as we like, or to act as we like?
2. Should limits be placed on what we say or do? If so, what should these limits be?
3. Should we always be able to say what we wish, act as we wish or dress as we wish?
4. How much control should the government, teachers and our parents have over what we say, wear and do?
5. Give some examples of things someone might say or do which may interfere with other people’s rights.

Problem Solving & Decision Making

Article 3

You have the right to speak in all legal and administrative decisions concerning you, and to have your best interests upheld.

Article 12

You have the right to express your opinions freely and to have your opinions considered in anything that affects you, even in judicial or administrative proceedings. More weight should be given to these opinions as your capacities evolve and you prepare for adulthood.

Article 13

You have the right to think and to express your views freely and to have them heard, as well as to receive and to give information.

Article 14

You have the right to make up your own mind, to follow your conscience and to choose your religion freely, with the guidance of your parent(s) or caregiver(s).

Article 17

You have the right to access information and material from a diversity of national and international sources.

Article 40

If accused, you have the right to be treated with dignity, to be informed promptly of the charges; to receive legal assistance, and to be presumed innocent until proven guilty in a prompt and fair trial.

Problem Solving & Decision Making

Learning Outcomes:

Students will demonstrate that they...

- . have the right to think and express their opinions freely.
- . have the right to have these thoughts and opinions considered in decisions and matters affecting them, including in judicial and administrative proceedings, and to have more value put in these opinions as they grow and mature.
- . have the right to be treated with dignity during official proceedings, and to be informed of their rights with regard to the law.
- . have the right to make up their own minds and follow their own conscience.
- . have the right to seek, receive and give information through the means of their choice so long as it is in line with national laws.
- . have the responsibility as citizens to use this information to identify needs, problems, or issues, and to make well-informed decisions.

“Some kids are picked on because of their color or because of what they do; that is, a female skateboarder is unusual.”

- female, age 12

Problem Solving and Decision Making - Lesson Overview

ACTIVITIES SUMMARY

LEARNING OUTCOMES Students will be able to...

Pictionary or Charades

Students take turns drawing or acting out rights from the convention.

- . make use of their rights to think and express opinions freely
- . demonstrate respect for each other's right to freedom of expression

Story Time

In groups, students must come up with resolutions to a key event, with each student adding to the final resolution of the group.

- . express their thoughts and opinions in a decision-making process
- . make up their own minds and follow their own conscience

Do You See What I See?

The teacher tells a short scenario to one student, who must then act out the story to another student. The second student must act it out to a third, and so on, until all students have had a turn.

- . identify and respect the different views of others
- . see the importance of their right to access all available information using different media

Graffiti Wall

A large piece of paper is hung on a wall and students are encouraged to write what they think or feel on it when a situation arises in the class or on the playground.

- . express their opinions without actually having to say them aloud
- . show an appreciation for others' points of view

Mock Trial

Students simulate a court situation, to emphasize the importance of hearing all sides of every story

- . see the importance of hearing all sides of every story in order to make an in-depth analysis of complex situations
- . make use of their rights to express their opinions freely

Pictionary or Charades

Summary	Students draw or act out rights from the Convention.
Students will be able to...	<ul style="list-style-type: none">. make use of their rights to think and express opinions freely.. demonstrate respect for each other's right to freedom of expression.
Preparation	Write various rights on separate pieces of paper for the students to pick from, or use the Rights Cards.
Method	Model this activity after the traditional game of charades where each participant takes a turn acting out, without using words, a given topic, which in this instance would be a right from the Convention. Another variation would be to do the activity in the form of a game of pictionary, where the class is divided into teams and a player from each team goes up to the board and tries to depict a given right without any verbal utterances, through the use of drawings. The team that the player who is drawing belongs to, must then try to determine what the right is their teammate is attempting to depict. The team to identify the most rights wins the game. All the students' ideas must be allowed to be heard and considered during each decision-making match. It should be pointed out that the groups showing the most respect for each others' rights to freedom of expression and so on, made the best decisions.

Story Time

Summary	Students must work together to provide a resolution to a key event.
Students will be able to...	<ul style="list-style-type: none">. express their thoughts and opinions in a decision-making process.. make up their own minds and follow their own conscience.
Preparation	Prepare various scenarios/events to present to the students.
Method	Allow the class to divide into groups. Provide each group with the same key event which needs a resolution. Have each group work as a team to come up with a resolution in which they all add at least one justification or idea leading to the final resolution. Then have each group present its resolution to the class.

Do You See What I See?

Summary	Individual students take turns acting out scenarios to another student, without using words.
Students will be able to...	<ul style="list-style-type: none">. identify the different views of others.. see the importance of their right to access all available information using different media.
Preparation	<p>Prepare various scenarios.</p> <p>If available, a video camera and playback equipment would be beneficial in stressing the differences in people's perceptions and expressions of views.</p>
Method	<p>The teacher takes a student out of the room and describes a situation. The student is then brought back into the room. One student remains with the student who has been told the situation. All other students remain in another part of the classroom and have their backs to the pair. The student who was told the situation then acts it out using no vocalizations. This process continues with each individual student watching the situation being acted out, and then acting out what he/she saw for the next student. Each student in the class should be given a turn. (The number of students to take part, however, may be subject to time constraints). This activity will show the students the importance of making active use of their right to access all the available information they require to make a decision, despite the means used to obtain it. It also points out the importance of being aware that other people may have different views which, although they may not always be correct, must be allowed to be heard, as demonstrated by each student's choice in how to act out what they just saw.</p>

Graffiti Wall

Summary	On a large piece of paper hung on a wall, students write what they think or feel when certain situations arise.
Students will be able to...	<ul style="list-style-type: none">. express their opinions without actually having to say them aloud.. show an appreciation for others' points of view.
Preparation	<p>Hang a large piece of paper suitable for writing on.</p> <p>Develop and post a short list of rules concerning appropriate language to be used, and point out the fact that other's privacy and rights should always be respected.</p>
Method	<p>Using a section of the classroom wall, or a wall in a nearby hallway, hang a large piece of paper suitable for writing on. Students should then be encouraged to write something they think or feel on the wall when a situation arises in the class or on the playground. This action may help students who are shy about self expression have other students become aware of their views without actually having to say them aloud. It will also give students who often feel they are not listened to by adults or peers, an opportunity to say what they want people to know, without being interrupted or laughed at.</p> <p>Note: This activity should be preceded by developing a short list of rules concerning what type of language is allowed and the fact that the other students' privacy and rights should be respected when something is written. It may be an activity which is carried on throughout the year.</p>

Mock Trial

Summary	Students simulate a court situation.
Students will be able to...	<ul style="list-style-type: none">. see the importance of hearing all sides of every story in order to make an in-depth analysis of complex situations.. make use of their rights to express their opinions freely.
Preparation	Photocopy Case Study #3 for the students.
Method	<p>Have the class simulate a court situation by role playing case study #3. Have the students choose a judge, lawyers, child care worker, witnesses, the girl and her parents. They may feel more comfortable if given a chance to prepare their case in advance. Perhaps this could be a homework assignment once the characters are chosen.</p> <p>Note: This is one of the most beneficial learning experiences in this unit, but will take the most amount of time - 60 to 70 minutes. It is possible, however, that this activity could be organized such that it is carried out during several classes.</p> <p>Discussion Questions:</p> <ol style="list-style-type: none">1. Does the girl have the right to participate in the first proceeding? Why?2. Do you think she was denied this right? If so, why?3. Should children of all ages have the right to participate in such hearings?4. Can you think of other formal proceedings and situations in which a young person should have the right to be heard?5. What are the responsibilities of young people who participate in legal hearings?6. What could each of you do to make your voice heard in a situation of this type?

Case Study #1

In the movie, *Irreconcilable Differences*, a little girl is upset because she feels that since her parents' divorce, they treat her nicely and make her feel important only when it is convenient for them.

This movie or at least the section of the movie about the little girl taking her parents to court and having her opinions heard could be shown as a method of initiating a class discussion concerning when the students feel they have the right to express themselves and to be heard.

Discussion Questions:

1. Do you think you have the right to express yourself and be heard only in conversations with your friends?
2. Do you think you have this right when participating in judicial and administrative proceedings as well?
3. Do you think the girl in the movie should have been allowed to express her concerns before the situation got to the state it did?
4. Should children of all ages be able to participate in court hearings of this sort? Why or why not?

Case Study #2

Bobby is a thirteen-year-old boy who dislikes school a great deal. Like other children his age he loves to get on the Internet to talk with other children around the world. One night after a particularly bad day at school, Bobby went home and went on the Internet. In a discussion with some of his Internet pals, he learned where to go to find directions to build a bomb to blow up his school. Bobby made a copy of these directions to look at later. In the meantime he went out to play. While he was outside playing his mother went into his room to put away his basketball. When she opened his closet door to put the ball in, the papers with the directions on how to build the bomb fell out. Bobby's mother was very upset that Bobby was able to get this information.

Discussion Questions:

1. Do you think children should be allowed access to all information, no matter what it is about?
2. If not, what limits should be in place?
3. If you were not allowed to access information, how would this affect your ability to make decisions and solve problems?
4. Should Bobby's mother be upset with him?

Case Study #3

An Ontario court decision provides another example of a case where an adolescent was able to assert her right to express her opinion in a matter concerning her. Amy's parents were divorced and her father was a recovering drug addict. Amy's mother met a man who was in the army and he has since asked her mother to marry him and move to the United States. Amy gets along well with both of her parents and her step father, however, she did not want to leave her school and friends to live in the U.S. The problem was that the judge had awarded custody of her to her mother because her father had been a drug user. However, her father hadn't had a drop of alcohol or any drugs in five years and his relationship with his daughter was better than ever. A lower court judge decided it was in the girl's best interest to go with the mother and live in a two-parent home, with her father being allowed visitation. Her father could not afford to travel that distance to see her, nor could he afford to move to be near her. Judge Matas, of the Court of Appeal, ruled that the making of the first order constituted an infringement on Amy's rights to liberty and security of person. This failure to allow Amy to participate in a hearing which decided her future was seen as a fundamental injustice since this was her legal right. It was significant that this youth showed the maturity and capacity to form her own views about her future and was competent enough to instruct a lawyer to speak on her behalf.

This case is fictitious, but the circumstances surrounding the case are real. It indicates that it may be possible for children and youth involved in the welfare system to assert their own rights. This is particularly likely to be significant in situations where the decisions are being made about the child's future in forums which deny a competent child meaningful participation.

Concluding Activities

Learning Outcomes:

Students will be able to...

- . recap and reflect on what they have learned about rights.
- . discuss ideas about promoting children's rights in the community.
- . discuss how they would resolve some of the problems with regards to children's rights.
- . demonstrate their continued interest in children's rights.

“I think learning about our rights is a very important thing to learn.”

- female, age 11

Concluding Activities - Lesson Overview

ACTIVITIES SUMMARY

LEARNING OUTCOMES Students will be able to...

Classroom Summit

Students prepare and present position statements and proposals to improve the condition of children.

- . apply their knowledge of rights by discussing ideas on how to promote children's rights
- . recap what they have learned about children's rights

Classroom Summit

Summary	Students prepare and present position statements and proposals to improve the condition of children.
Students will be able to...	<ul style="list-style-type: none">. apply their knowledge of rights by discussing ideas about promoting children's rights.. recap what they have learned about rights.
Preparation	<p>Prepare sheets of rights for each category: Provision, Protection and Participation.</p> <p>Ensure the students understand the Summit Rules. (page 82)</p>
Method	<p>With the knowledge the students have retained from the rights lessons throughout the year, have them divide into groups one last time to prepare and present position statements and proposals to improve the condition of children.</p> <p>Step 1 Divide the class into three groups.</p> <p>Step 2 Assign each group a category of rights: Provision, Protection or Participation. Provide a sheet with the rights included under their category for the student's reference.</p> <p>Step 3 Set a time limit for the exchange of ideas and for presentations to take place at the end of the summit.</p> <p>Step 4 Discuss the guidelines and rules of the Summit.</p>

Summit Rules

1. All groups have equal status in the classroom summit.
2. Students have the right to:
 - Freedom of expression
 - Freedom of opinion
 - Freedom of thought, conscience and religion
 - Access and share information from a variety of sources including the Internet.

(Note: The UCCB Children's Rights Centre Website will work well here!)
3. Students have the responsibility to:
 - Listen attentively to others as they speak.
 - Allow for the exchange of ideas.
 - Respect time limits for their presentations.

Begin Your Own Children's Rights Group!

Provide students with information on how they can begin their own rights group along with the necessary faculty assistance. You could use *Youth Speaks Up* as a model. *Free the Children Canada* is an excellent source of information on this matter.

General Activities

Each of the following activities can be adapted to fit any section of the rights curriculum, and can be adapted to fit varying grade levels and ability levels of students.

Games

Puzzles

- #1 This activity can be done alone or in a group. Each student or group of students is to draw an outline of connected puzzle pieces, each piece containing a word or phrase which has something to do with their rights as they see them. They then paste this paper onto a piece of cardboard and cut out the individual puzzle pieces carefully. Once this is complete, individuals or groups are asked to exchange their puzzle with someone else who then faces the task of putting the scrambled puzzle together. This will give the students a chance to see how their peers think about rights; it allows for cooperation and problem solving and teaches the students that all their rights and responsibilities are interconnected.
- #2 Again students are asked to make a puzzle which relates to children's rights. Here they are asked to bring in a picture from a magazine which illustrates somebody's rights being respected or disrespected. They paste this picture to a piece of cardboard and draw in marker the shapes of their interconnected puzzle pieces. Finally, they cut the pieces out and exchange their puzzle with that of another student who has the task of rearranging the puzzle pieces to fit together.
- #3 This activity will work especially well with the "Each of Us is Unique" section. Students are asked to work together to find pictures of various pieces of a person's face. The nose could be a woman's and the eyes a child's and so on. Once they have formed a collage which completes an entire human face, they repeat the steps of the above two puzzle activities. They paste their creation on a piece of cardboard and draw the individual puzzle pieces. Finally they cut the pieces out and scramble them, giving them to a friend to unscramble.

Know Yourself Center

This activity is trilateral. It involves the capacities of all students to notice and describe themselves and to recognize differences between themselves and others, not only physical but personality differences as well. It will also give them a chance to see how they change over time and it could be explained to them with the use of this activity that that is one reason to respect other people's rights. Teachers can stress that even though they may be different today; they could change tomorrow and wouldn't want others to violate their rights because of their differences.

Students are asked to go home and look in a mirror and really study themselves closely. Then they are to draw their face and color it. Names are to be written on the back, so when the drawing is hung up on the wall the name is not visible.

Students are asked to write a condensed autobiography in which the focus is their feelings, thought processes, and personality characteristics rather than physical attributes and obvious life facts. They should also be instructed not to write their name or sex on the paper.

Time Capsule

Each student is asked to fill in a piece of paper containing space for them to describe their favorite friend and hobbies as well as to list the height and age of their friend. Once everyone has filled in their sheet they should then place them in a secure and waterproof box and bury it to be dug up at the end of

the school year. Children will again see how much they change over time in size, friends and personality traits, and should then be encouraged to respect others for their individual differences because they never know when they might be in the position of being the different one.

Fun with Words (See handout for a “Children’s Rights Word Scramble”)

This activity could easily be adapted to include scrambled phrases, sentences or dialogues concerning children’s rights. Corresponding sentence fragments or dialogue fragments would be placed in an envelope. More than one envelope containing scrambled phrases could then be placed at different stations in the room. Teams progress from one station to the next, given an allotted time to try and solve each envelope’s phrase. The team (2-3 people) to solve the most phrases wins.

Children’s Rights Alphabet

Teachers are to provide a large envelope containing large blue squares with the ends of rights-related words on them and smaller red squares with letters of the alphabet on them which correspond to the endings provided on the blue cards. The students then are to take their turn picking a blue card and trying to match a red card to it to complete the word correctly. If they are not sure if what they have created is an actual word, they should be allowed to look it up. There should be one letter provided on a red card which does not correspond to any blue card. Which letter is it? Write all your finished words on paper!

Quirky Poetry

For each new section teachers can have one of the students choose a rights word corresponding with that section. All the students are then asked to use the letters in that word to write a poem in which each new line or phrase of their poem begins with the next letter in the word. For example, using the word “Health” the students might make a poem such as

Happiness is a right
Everyone sees as a light
And wishes for with all their might.
Love for everyone is the key
To have respect for you and me
Hoping that all will then be free.

Card Game

Cut out rectangles. On one side paste a picture of a right being respected or violated and on the other side write the word that corresponds to that right. Then draw a crooked line between the picture and the word and cut the rectangle in two pieces on that line. This should be done until there are ten to twenty complete rectangles. The teacher should then scramble the pieces in a box and students pick a picture and try to match it to the correct word. They will know they have succeeded if the two pieces fit together.

Rights Train

With this activity a little preparation is required. Students can do the preparation in class or the teacher

may wish to do it ahead of time. You will need small gift boxes, buttons, string or yarn, scissors, a marker and some tape. With these tools you will construct a train. The buttons are the wheels of the train, the boxes are the cars, the string connects the cars and the marker is necessary to write a word corresponding to a different right on each car. Students should then be given pictures and asked to place them into the appropriate train car according to which of the rights they best depict. When finished they should write down which situations depicted in the pictures fit with which rights.

Rights Football

Here the object of the game is to see who can get ten touchdowns first. To get a touchdown you must answer enough rights questions correctly to progress to the end of the field. The class should be divided into two teams. Each team has a set of prepared cards with rights questions on them and the correct response at the bottom, and the students take turns reading the questions. (The questions and answers from “Stepping Stones” could be used here.) A student of one team reads aloud one of the team’s scenarios. The other team has to discuss the answer and then respond. If they get the answer right, they progress ten yards. If they get the answer wrong, it is considered a fumble and the ball is turned over. Each team is allowed two touchdowns, after which the ball must be turned over to allow the other team to have a chance. Once one team gets ten touchdowns, the game is over. Or, after a preset time limit has elapsed, the team with the most touchdowns wins.

Rights Bingo

The traditional game of Bingo can easily be adapted to teach children’s rights. In rights Bingo, for example, each student is given a 3 X 3 grid, set up in the usual Bingo manner. To play the game, the teacher reads rights words, and the children choose a block on their grid to write that word. After everyone’s grid is filled with rights words, the words are put in a hat or box and scrambled. From this hat they are then randomly selected by the students and called out, and the game of Bingo proceeds as any regular Bingo game would, until someone gets a straight-line across, down or diagonally.

Scrabble

Scrabble and similar word games can be adapted by giving each player a set of letters and a game board. Play time can be determined either by number of minutes or individual moves. A variation on this format that keeps the game’s feature of building on an opponent’s words flowing, is to have groups exchange boards after 5 minutes. The object with regard to children’s rights is to spell words which relate to the children’s rights lesson in question. The exchange of board will ensure that all players see the many possible variations of words which other students feel relate to the particular section of children’s rights being covered.

Note: It would be a good idea to have the students brainstorm before the game, to come up with all the Rights words from the lesson that they can think of.

Chutes and Ladders

This can be used as a format for the other board games described in this resource. The difference is that here students would get points and progress as long as they answer the question correctly, but

they also get points when other players answer correctly. This increases cooperation. The whole class plays as one team and points are obtained when any player answers correctly. The game board is used to display the whole class's progress toward winning the game. All students become actively involved in the academic task. In addition, this format is facilitated by students being asked to write their response on a blank sheet of paper at the same time as all of the other classmates and hold up their answer when finished. This maximizes student responding and will encourage all students to respond and not only

a

select few.

Ricki The Rightsman

This activity is modeled after a game of hangman. Instead of having children pick letters from the alphabet, you could pose rights questions and when someone answers incorrectly one of "Ricki's" appendages is drawn as in a regular game of hangman. You could play this with the entire class, or have the class divide into two groups, with the group who keeps "Ricki" alive the longest winning the game.

Stepping Stones

Have each of the students trace a foot on a piece of cardboard or Bristol board. These will be the 'stones'. The stones are then laid out on a flat surface. Each stone has a number from one to ten on it. There may be more than one stone with each number. Each stone, when turned over, has a question or scenario on it regarding children's rights. Each player begins to try to get across the 'river' by stepping on, or choosing the stones in order from one to ten. They may cross the river any way they would like. The only stipulation is that they step on stone number one before two, two before three, etc. In order to move from one stone to the next, the players must answer the questions on the bottom of their stones correctly. If their response is incorrect, they fall in the river and are out of the game. GOOD LUCK!

Questions that you may use for the Stepping Stones could include the following:

1. The UN Convention on the Rights of the Child contains three basic groupings of rights. What are these groupings?
2. Children can do whatever they want because they have rights. True or False?
3. Children under a certain age are not to be recruited into the armed forces. Is it age 13, 14, 15, 16, or 17?
4. Working long hours for little pay in dangerous conditions is an example of what kind of exploitation?
5. Sasha is 13 years old and has fled her country in order to be safe from war. She is now considered a _____ and has the right to special protection and assistance.
6. What does the right to freedom of association mean?
7. Do all children in the world know they have rights?
8. Name three religions.

9. This word which starts with the letter 'r' goes hand-in-hand with rights.
10. You have the right to say no to the use and selling of these substances.
11. Milo is able to go to the public library and read books on any topic of choice. He also has access to informative TV programs and Internet resources. Which of Milo's rights is being respected in this scenario?
- of
- 12.. When Arun is sick he goes to the doctor who gives him medicine to make him feel better. Which Arun's rights are being respected in this scenario?
13. John is 3 years old. His parents leave him home alone while they are at work because they cannot afford to hire a baby-sitter. Is this an example of physical abuse, neglect, sexual abuse or exploitation?
14. Santiago must work in a carpet making factory in order to help his family earn money. He works long hours and therefore has no time for school or to play with children his own age. This is a violation of several of Santiago's rights. Name at least two of these rights which are being violated.
15. The mail carrier opens your letters before you receive them. This is a violation of which of your rights?
16. Children have the right to their own opinions in which of the following cases: in school, at home, on the playground, or all of the above?
17. Does having rights mean your parents or teachers can no longer discipline you?
18. Name two forms of abuse.
19. Is it possible that two people could interpret the same right differently?
20. Immediately after birth, Gina was named and registered as a Canadian. Which of Gina's rights is respected in this scenario?
21. Yuri's country is at war with a neighbouring country. One day a soldier comes to his house and says Yuri looks like a strong, healthy boy and he should come fight for his country. Yuri is only 13 years old. Which of Yuri's rights is being violated in this situation?
22. Monica's mother gets angry very easily and often beats her with a wooden spoon. What form of abuse is this?
23. Monica's mother gets angry very easily and often beats her with a wooden spoon. Where could Monica go for help?
24. In 1988, there were 5.7 million children in Canada. What percentage of these children do you think were living in poverty? Less than 1%, 4%, 10% or 16%?
25. When did Canada sign the UN Convention on the Rights of the Child? 1950, 1970 or 1990?
26. In ancient Rome, the father of the family could kill or have his children killed and receive no

punishment. True or false?

27. According to the UN Convention on the Rights of the Child, a child is a person under what age?

28. *Needs* are items which are essential for our well being. *Wants* are items we desire but are not essential. Name three *needs* and three *wants*.

29. Do rights apply to all children?

30. Timan is 10 years old and speaks the language of his parents and grandparents. In school, he is told not to speak his language. He has been told he must learn to speak English. Which of Timan's rights are being violated in this scenario?

Answer guide:

1. Provision, protection, participation
2. False
3. 15
4. Labour
5. Refugee
6. Have the right to be friends with someone regardless of their race, culture, religion, etc.
7. No
8. Christianity, Buddhism, Islam, etc
9. Responsibility or respect
10. Drugs
11. Right to access and/or receive information
12. Right to proper health care and/or good health
13. Neglect
14. Right to education, right to leisure and play, right to protection from labour exploitation
15. Privacy
16. All of the above
17. No
18. Physical, sexual or mental
19. Yes
20. Her right to a name and nationality
21. Right to protection from war-- no recruitment of children under the age of 15 into armed forces
22. Physical
23. Police, relatives, neighbour, teacher, Children's Aid Society, school counselor, etc.
24. 16%; This equals 1 in 6 children, a total of 912,000 children.
25. 1990
26. True. The ancient Roman father had absolute power of life and death over his children, who were considered property.
27. A child is a person under the age of 18.
28. Needs: food, shelter, water, clothing, etc
Wants: bike, computer, pets, TV, etc
29. Yes
30. Right to speak own language, practice own culture

Tic Tac Toe

This game can be played in pairs only. It requires a 5 X 8 board sectioned off as a Tic Tac Toe board would be and two different colored sets of cards, one set with X's on them and the other with O's on them. Have each student make up a question and answer (to be checked by the teacher), to be used for the game. The leader or teacher is then to ask each player questions regarding the rights lesson they are covering, or on rights in general. When the players get their question right, they get to place one of their marks on the board. The first to get three of his/her marks in a row, either straight up and down, straight across or diagonally, wins the game.

Art Projects & Other Activities

Students of all ages can express their knowledge and understanding of rights through artwork. Their creations are limited only by the time and space allowed and the materials to which they have access. Photographs of all their completed creations can be kept in a scrapbook if space does not allow for the hanging of all of their creations in the classroom or halls.

Some sample projects are provided here only as a beginning to the many ideas which will undoubtedly develop. Students and teachers can adapt and expand them to fit with their classroom characteristics.

Our Rights Quilt

Using an old sheet or tablecloth marked off in large squares, the class could create a large “quilt” to hang in the classroom or hallway. The center could contain the title they have given their quilt and each additional square could be devoted to a particular right or responsibility. Students could be divided into groups with each group designing a block for the quilt on a piece of paper first and then transferring that design to the designated square on the quilt later. The squares do not necessarily have to be drawn. They could be collages made of different fabrics or paintings.

Children United Around the World Mural

Students could work together as a class to create a class mural which represents the globe. Using a variety of materials, working individually or in pairs, they could each be given a country to research and be asked to make a collage, painting, drawing or the like that represents how children live and are treated in that country. They can arrange cut outs of these works of art on the mural in the shape of a circle to represent the globe and then paint rights expressions on the surrounding paper.

Yesterday, Today and Tomorrow

Students could, if resources allow, create their own 5-minute video on children’s rights as they existed in the past, as they are today and what they think children’s lives will be like in the future.

Cartooning

Using a chosen issue or topic, students could work together collaboratively or individually to design cartoon strips giving a message about children’s rights. Encourage the use of illustrations or computer graphics to design a message that all children, no matter what their reading level or language, can understand.

Rights Mobile

Students can be encouraged to design a mobile or similar type of linked creation that represents actions, events or issues that have affected children’s rights, linking them from the past to the present and into the future.

With older students the links toward the future may take on more than one dimension. This might be, for example, their desired futures and the likely future of children's rights. Include in discussion, ideas about what activities and so forth might bring about their preferred future.

Tree of Rights

This could be a large paper cut out of a tree or it could be an alder branch which has been discarded. The children could hang paintings of rights which are done on paper cut outs shaped like birds, leaves, fruit or lanterns.

My Way

Encourage students to use artistic methods, materials and media from their own cultures/backgrounds to create their own messages about children's rights.

Rap on Rights

Following the example of Degrassi Kids "rap on rights", the students could be divided into groups to come up with their own rap about an issue on children's rights.

Poster Contest

At the end of the year when students have discussed all of the rights in the Convention of relevance to them, students could be given the task of creating a poster depicting their thoughts on children's rights which would show what they have learned and retained. These posters could then be judged in a contest format by an outside children's rights authority who would pick a winner.

Global Rights Communication

If the students have access to the Internet, it would be a good idea to encourage them to try to connect with students in other areas of our world to discuss the state of children in their country. They can learn more about children's lives around the world and share ideas for promoting children's rights.

Case Studies & Rights Cards

Using the rights cards and the case studies handouts, give a student one of the case studies to read aloud. Give the other students rights cards. After the student has read the case study aloud, two or three times if necessary, the students with rights cards are asked to go and stand/sit beside the reader if they feel the right on the card they are holding has been violated in the story.

Students should remain standing/sitting around the reader as the teacher begins some

discussion concerning:

1. How many rights were violated in this case study? Which ones?
2. Is the child in the story a boy or a girl? Does it matter? Why or why not?
3. What assistance is available for children in such a situation?

As a follow up:

1. The same process could be repeated with each of the other case studies provided.
2. Students could extend the case study by collaborating or brainstorming to describe how life for the child in the story could improve if his or her situation changed.
3. The class could discuss who is responsible for changes and how change happens.
4. You could ask about and record future questions the students wish to explore.
5. Begin a scrap book of newspaper articles, headlines, titles, summaries of novels, and the students' own relevant personal examples which could later be used to create original case studies.

Refugee Children Have Rights Too!

Using Case Study # 3 which follows, students could be asked to imagine that they are friends with the refugee child. Ask them to explain why their friend was forced to leave his/her homeland.

Discussion Questions:

1. What were the problems that forced your friend to leave the country?
2. What problems will your friend face in his/her new country?
3. If your friend were to arrive in Canada, what advice would you give to make the transition easier?
4. What actions could you take to make your friend's transition easier?

As a Follow up:

1. You could invite a guest speaker who works with refugee children adjusting to life in Canada. The speaker could give the students ideas as to how to relate to those of other nationalities/cultures.
2. Discuss whether the students in the class feel the rights of refugee children are being supported in Canada and discuss how the class could also be supportive.
3. Do research to discover what kinds of situations are going on in our world which create refugee children.

Children's Rights Fair

Although the Children's Rights Fair would be best if run on National Child Day (November 20th), any date will do. The Rights Fair is a great way to show the school and community what the students are learning in the children's right curriculum. How the Children's Rights Fair is run is up to the students, teachers, and administrators of the school, but here are some suggestions:

-Display the various projects the students completed concerning children's rights. At each display a couple of students could be on hand to explain each project, what was learned, answer questions, etc.

-The Children's Rights Chart should be displayed at the entry of the Fair and should be large and colorful. A student could be on hand to explain the chart and answer questions.

-At the entry to the Fair, UN Convention on the Rights of the Child handbooks should be available for the visitors. Information about the curriculum and the Fair itself could be available at this locale as well. A student could be on hand to give these articles to people as they arrive.

-Throughout the Fair, televisions and VCRs could be set up to show various videos concerning Children's Rights. Handouts could be available on tables near the televisions with information about the videos and where they are available for rent or loan.

-A local representative of UNICEF, the Children's Aid Society or a similar professional individual from the community with an interest in Children's Rights could be invited to attend the Fair. They would be on hand giving information about Children's Rights, the UN Convention, etc. Such an individual would be able to field questions the students may not be able to answer.

-At various locations throughout the Fair, place case scenarios and/or true to life stories depicting children's rights being violated or respected. Students could read these case scenarios in the first person. The stories should contain both national, international and local locations in order to demonstrate the world-wide need for Children's Rights.

-A Children's Rights quiz could be devised by the students and teachers of the curriculum. This quiz could then be made available to visitors of the Children's Rights Fair, with an attached answer sheet

so

they can determine their scores for themselves. Such a quiz could prompt people to learn more about Children's Rights.

-There could be a separate display concerning the history of Children's Rights. Different eras of Canadian history can be highlighted showing the status of Children's Rights at those times. The future of Children's Rights could be included in this section.

-A few days before the Children's Rights Fair, students could be asked to create posters in which their dreams are represented. These dreams should include all the happy things they see in their future. For example, what job they want to have, where they want to live, are they married, do they have kids. Students could also include dreams of what the world would be like--- no war, no poverty, thriving rain forests, etc. The students should be free to use their imaginations to depict their happiest dreams. These posters are then hung up at the furthest location of the fair, where the visitors will exit. All these posters depicting children's dreams of the future will be on display. Hanging over these posters is a banner which reads, "Support Children's Rights and Help Make A Child's Dream Become a Reality."

-Parents and local community members could be asked to volunteer their time to help run or set up the Children's Rights Fair.

-Visit local businesses and ask for donations of food-- doughnuts, coffee, sandwiches, fruit, crackers, vegetables, etc. If there is food and drink, people are more likely to linger longer.

be -Any of the games used in the curriculum could be on hand for visitors to play. Perhaps prizes could be given to the winners. Local businesses could be approached to donate items for these prizes.

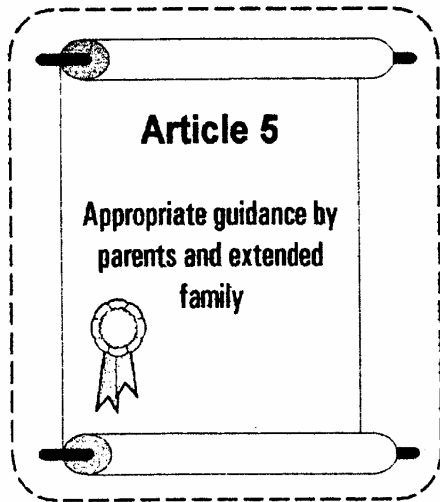
-The “We Support Children’s Rights” Board. On this large and bright board, display all the names of the businesses and organizations which provided time, food, refreshments and/or prizes to the Children’s Rights Fair. When asking businesses for support, you should mention this board. Provide ample amount of blank space on the board, and several pens so visitors to the Fair can add their name to the list.

-Contact local newspapers, radio stations and television news programs several days in advance in order to promote the Children’s Rights Fair. Contact these same outlets after the Fair and report your success. Make mention of the number of signatures on the “We Support Children’s Rights” board.

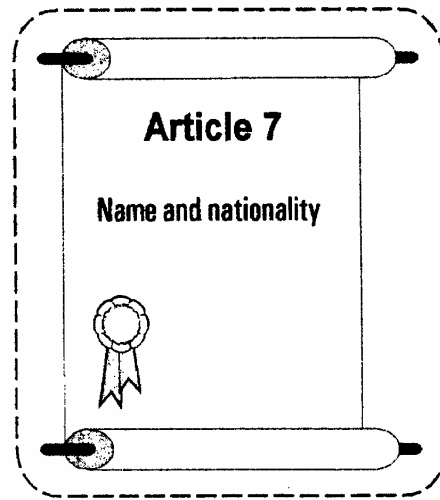
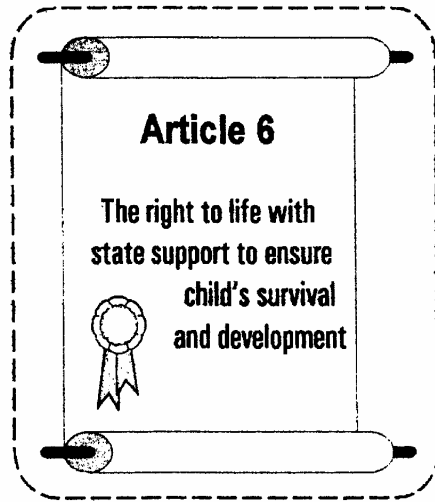
These are suggestions only. Feel free to use any of these suggestions or to add your own. The Children’s Rights Fair is sure to be a success either way!

Rights Cards

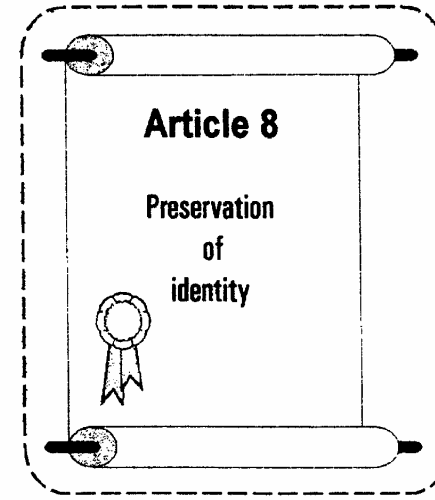
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Cut along lines



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Article 9


Live with parents or
maintain contact if
separated



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Article 10

Family reunification even
if leaving the country




Article 12

Expression of
own opinion




Article 13

Freedom of giving
and obtaining
information




Article 14

Freedom of thought,
conscience
and religion



Article 15

Freedom
of
association




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Article 16


Protection
of
privacy



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Article 17

Access to appropriate
information and
protection from
harmful
materials




Article 18

Parental responsibility
in raising a child with
appropriate
state
support



Article 19

Protection from and
and prevention
of all forms
of abuse or mal-
treatment




Article 20

State protection sensitive
to a child's culture if
deprived of a
family



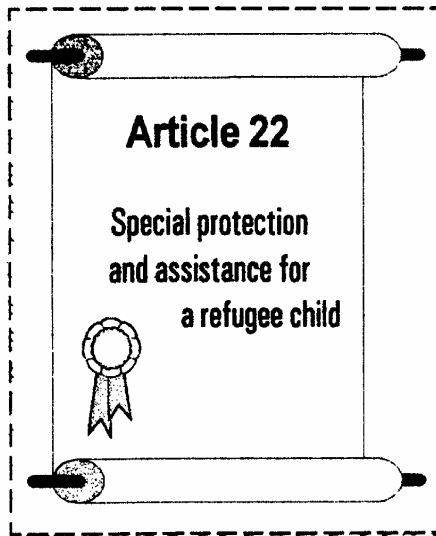
Article 21

Safeguards in best inter-
ests of the child in case
of adoption




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Cut along lines

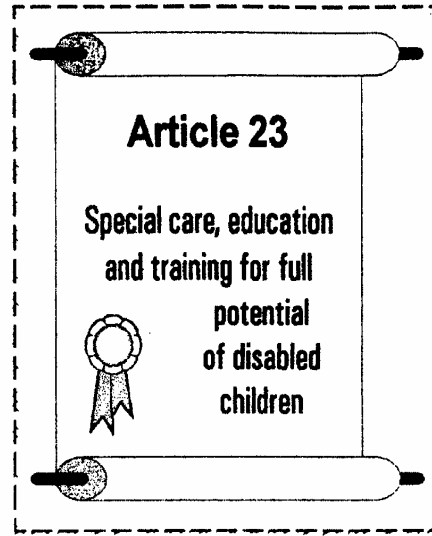


Article 22

Special protection
and assistance for
a refugee child

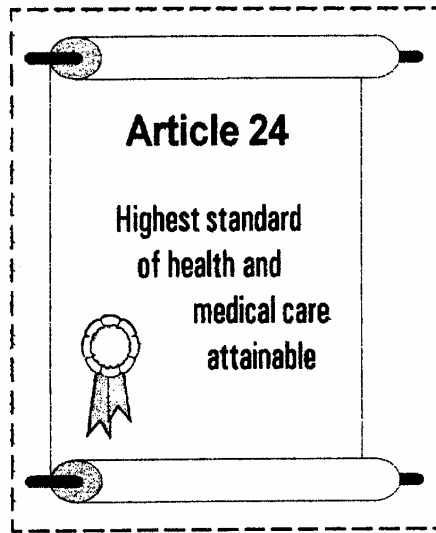



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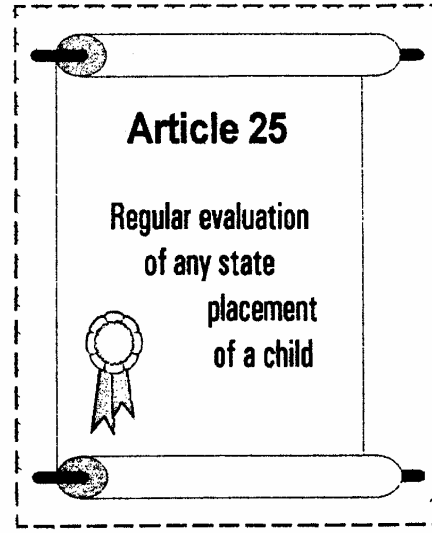

Article 23

Special care, education
and training for full
potential
of disabled
children



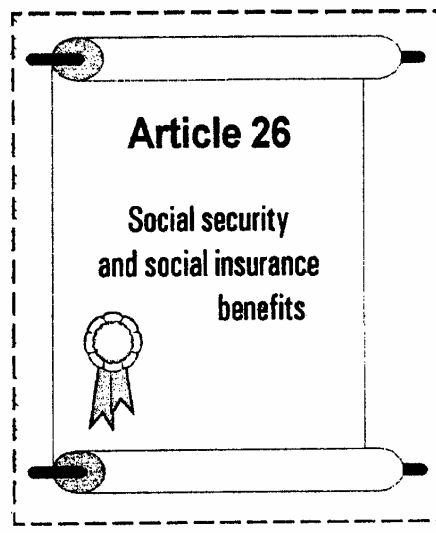

Article 24

Highest standard
of health and
medical care
attainable



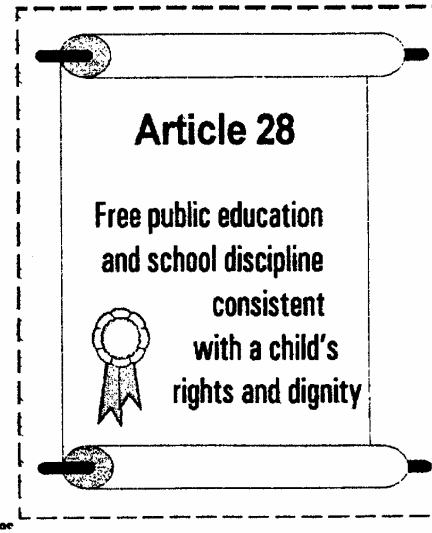

Article 25

Regular evaluation
of any state
placement
of a child




Article 26

Social security
and social insurance
benefits



Article 28

Free public education
and school discipline
consistent
with a child's
rights and dignity




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Article 29


Development of a child's fullest potential through education in preparation for a full adult life



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Article 30

Practice their own culture, religion and language if a minority or indigenous population




Article 31

Leisure, play and participation in cultural and artistic activities




Article 32

Protection from labour exploitation




Article 33

Protection from drug abuse



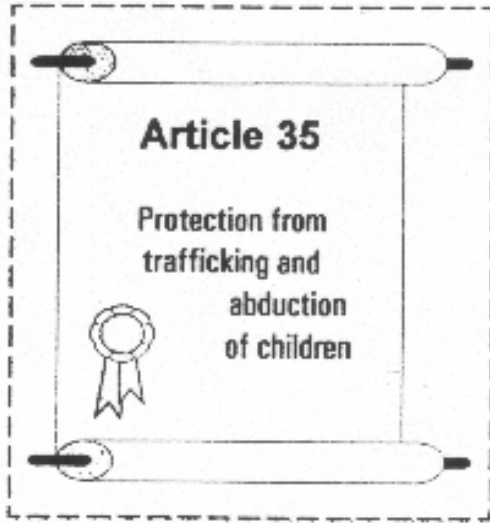
Article 34

Protection from sexual exploitation

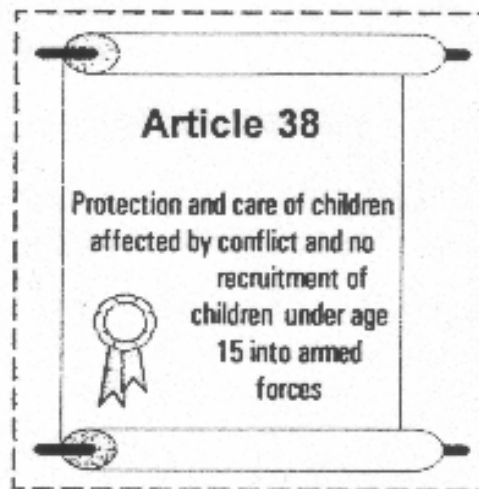
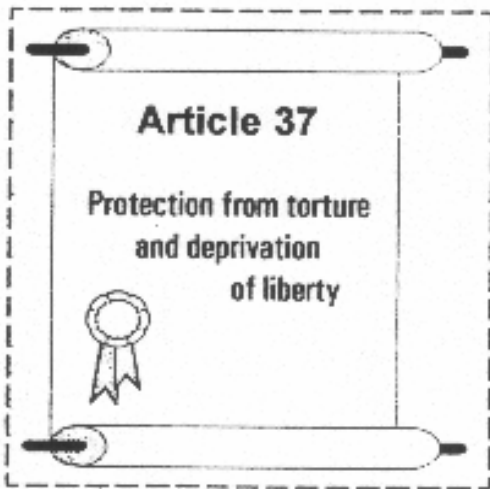
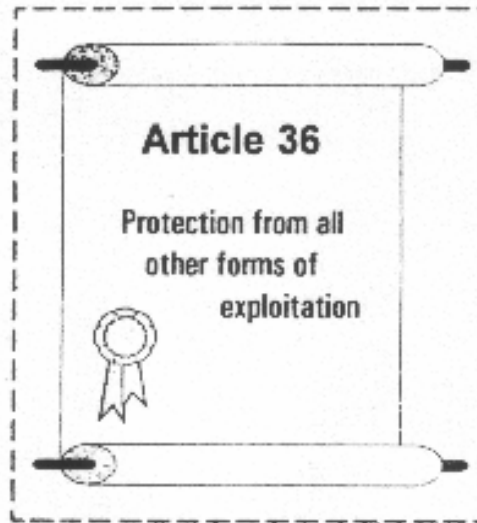


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Case Studies

Note: The following case study cards are identical to the others except that these reveal the identity and location of the children.

Case Study Card #1(A)

My name is Hong and I am eleven years old. I come from a small village in Thailand. I left my home to come to the city to work so I could send money to my family. A man offered me a job at the train station. Now I'm working in a factory making T-shirts. I work twelve hours a day, for little money. The factory is very dirty and hot. There are hardly any windows and sometimes it's hard to breathe. The boss is very mean. He makes us work very hard without breaks. The other kids and I want to leave but we all know that the factory work is better than begging in the streets. The boss tells us this every day. We do what he says.

Case Study Card #2(A)

My name is Kathy and I am ten years old and I live with my parents in Canada. My father comes home late every night. When he comes home drunk, he hits my mother and calls her names. When I try to stick up for her, he beats me too. I can't tell him what I feel because he says he's the boss. He says that in his house I don't have the right to open my mouth about things that don't concern me. I think he's wrong. Things concern me because he is hurting my mom and me. I always feel sad when he's around. Mostly I feel angry. I am planning to run away when I'm thirteen. He'll never find me then.

Case Study #3(A)

My name is Amelia and I am nine years old. I was born in Bosnia, in the suburbs of a city at war. The other day my mom and I had to leave our home so we could run away to another country. We left on busses. More than a thousand other people left at the same time. We had to leave everything behind. My mom says we are refugees now. Some people don't want us because of our religion. Now I have no home, no books, no toys, and I don't know where my friends are. I will probably never see my friends and the rest of my family again. I don't like this bus. We are all crowded and hungry, and some soldiers held us hostage for two days. Does this mean I don't belong to my country anymore? My mom cries all the time. I try to be strong but deep inside I'm really scared.

Case Study #4(A)

My name is Abdi and I am eight years old. I live with my parents, five sisters and four brothers in a camp in Mogadishu, Somalia. We have no rain and all the crops are dead. That means that there is no food or water. People are starving. Children are sick and dying all the time. To make things worse, there is a war and many of my friends and relatives have been killed. My dad told me that other countries are sending food, but men with guns steal it before it gets to us and they sell it. The men come to our camp and torture us. They beat two of my brothers and me. They raped my mother and my sister. They took our food, our clothes – everything. My brothers and I tried to go to the hospital but the doctors and nurses didn't have the time to treat our wounds because too many people with shotgun wounds were there and they were more important.

Case Study #5(A)

My name is Jao and I am seven years old. I live in a big city in Peru. My sister and I don't have a home so we hang out in the street all day. My mother and father said they couldn't support us so they told us to leave the house and get a job. I worked on the busses selling candies for a while but they wouldn't let my sister do it because she is too young. She was alone all day so I had to quit. All there is to do on the street is beg and steal. Otherwise you don't eat and you can't survive. I'm going to survive because I'm strong and at least I've got other kids on my side. There are twenty of us. The oldest is twelve. Every night we sleep in this empty warehouse. It's just us and the rats. I'm worried for my sister though. If the police catch us they're going to separate us. Then she'll be left with no family.

Case Study Card #1(B)

I am eleven years old. I left my home to come to the city and work to send money to my family. A man offered me a job at the train station. Now I'm working in a factory making T-shirts. I work twelve hours a day, for little money. The factory is very dirty and hot. There are hardly any windows and sometimes it's hard to breathe. The boss is very mean. He makes us work very hard without breaks. The other kids and I want to leave but we all know that the factory work is better than begging in the streets. The boss tells us this every day. We do what he says.

Case Study Card #2(B)

I am ten years old. My father comes home late every night. When he comes home drunk, he hits my mother and calls her names. When I try to stick up for her, he beats me too. I can't tell him what I feel because he says he's the boss. He says that in his house I don't have the right to open my mouth about things that don't concern me. I think he's wrong. Things concern me because he is hurting my mom and me. I always feel sad when he's around. Mostly I feel angry. I am planning to run away when I'm thirteen. He'll never find me then.

Case Study Card #3(B)

I am nine years old. I live in the suburbs of a city at war. The other day my mom and I had to leave our home so we could run away to another country. We left on busses. More than a thousand other people left at the same time. We had to leave everything behind. My mom says we are refugees now. Some people don't want us because of our religion. Now I have no home, no books, no toys, and I don't know where my friends are. I will probably never see my friends and the rest of my family again. I don't like this bus. We are all crowded and hungry, and some soldiers held us hostage for two days. Does this mean I don't belong to my country anymore? My mom cries all the time. I try to be strong but deep inside I'm really scared.

Case Study #4(B)

I am eight years old. I live with my parents, five sisters and four brothers. We have no rain and all the crops are dead. That means there is no food or water. People are starving. Children are sick and dying all the time. To make things worse, there is a war and many of my friends and relatives have been killed. My dad told me that other countries are sending food, but men with guns steal it before it gets to us and they sell it. The men come to our camp and torture us. They beat two of my brothers and me. They raped my mother and my sister. They took our food, our clothes – everything. My brothers and I tried to go to the hospital but the doctors and nurses didn't have time to treat our wounds because too many people with shotgun wounds were there and they were more important.

Case Study #5(B)

I am seven years old. My sister and I don't have a home so we hang out in the street all day. My mother and father said they couldn't support us so they told us to leave the house and get a job. I worked on the busses selling candies for a while but they wouldn't let my sister do it because she is too young. She was alone all day so I had to quit. All there is to do on the street is beg and steal. Otherwise you don't eat and you can't survive. I'm going to survive because I'm strong and at least I've got other kids on my side. There are twenty of us. The oldest is twelve. Every night we sleep in this empty warehouse. It's just us and the rats. I'm worried about my sister though. If the police catch us they're going to separate us. Then she'll really be left with no family.

Scenarios

Please Note: The following scenarios and questions can be used as supplements to the various units. Corresponding units have been suggested for each.

Scenario #1

(Unit 2) In order to make money, street kids in Toronto have taken up the business of washing the windows of motorists stopped at stoplights. These children run up to the stopped vehicles, wash the window and then ask for some money. Some of these children become abusive when no money is given, yelling at the people and hitting their cars. These children use the money for food and clothing.

Discussion Questions:

- a) Should these children be allowed to wash the windows of cars parked at traffic lights?
- b) Should the drivers of the vehicles be allowed to refuse the children payment?
- c) What could the government, or the community do to help these children?
- d) Give examples of ways the conflict in this story could be resolved.

Scenario #2

(Unit 2) My name is Sam. I am eight years old and I live with my parents in northern Canada. Our little town is the site of one of the worst industrial disasters in North America. Toxic substances from an old steel plant have washed into the creek which runs behind our family property. I can no longer play in my backyard because of the toxins in and around the creek.

Discussion Questions:

- a) Which of Sam's rights are being violated in this story?
- b) Who should clean up the toxins in Sam's backyard?
- c) What could have Sam, the community, the steel plant, or the government have done in order to prevent the land from being polluted?
- d) Give some examples of similar pollution problems in your own community or around the world.

Scenario #3

(Unit 2) My name is Miguel and I live in British Columbia. I receive Child Welfare payments and my mom cashes the checks when they arrive. She buys two cartons of cigarettes, three bottles of wine, puts some aside for gas in the car, and takes some to Bingo. Whatever is left is used for groceries, but by the end of the month the cupboards are always bare.

Discussion Questions:

- a) Which of Miguel's rights are being violated in this story?
- b) What can Miguel do in this situation?
- c) What could be done to ensure Miguel's Child Welfare payments are used to his benefit?

Scenario #4

(Unit 2) Every Friday after school, Blehr goes to his neighbour's house because his parents are at work. Blehr and Mr. Jones play a lot of games together. Blehr's favourite is wrestling. Lately, however, wrestling with Mr. Jones has become uncomfortable. Blehr doesn't like the way Mr. Jones is touching him when they wrestle. Blehr is confused and scared. He doesn't want to go to Mr. Jones' house anymore but he doesn't want to tell his parents what is happening either.

Discussion Questions:

- a) Are any of Blehr's rights being violated? If so, which ones?
- b) Why do you think Blehr doesn't want to tell his parents what is happening?
- c) Where could Blehr go for help? Who could he talk to? (examples- parents, priest, teacher, etc)

Scenario #5

(Unit 2 or 3) Joe, who is 7 years old, likes to help his father around the yard. Recently, Joe's dad broke his leg in an accident so Joe was assigned extra work. He's happy to help his dad but some of the work is very hard and he has been hurt on a couple of occasions. Joe's back has been sore for days and on a couple of occasions Joe has been so tired he slept in and missed the school bus. His dad wasn't mad, however, because he says it's all a part of growing up and the work will make Joe responsible.

Discussion Questions:

- a) Are any of Joe's rights being violated? If yes, which ones?
- b) What could Joe do to help his situation?
- c) Should Joe be expected to do any work while his dad is hurt? If so, what kind of work, for how long, and so forth.

Scenario #6

(Unit 3) My name is Asha and I live in Canada. My mom recently had a new baby so she spends a lot of time with him. My dad spends a lot of time in the garage working with older cars. He always tells me not to bother him. Since my parents are so busy I spend a lot of time outside. We live in the city and there is this old building on our street that is neat to play in. Yesterday, I fell down and cut my leg very badly while playing in the building. I screamed and screamed but it was a long time before someone came. I didn't know who he was, but the man who helped me had to ask people on my street where I lived because I was screaming so much I couldn't tell him myself.

Discussion Questions:

- a) Are any of Asha's rights being violated in this story? If so, which ones?
- b) Are Asha's parents responsible for her injuries?
- c) Asha plays in the abandoned building because there are no playgrounds in her neighbourhood. Is this a violation of her rights? Who should be responsible for providing a place for children to play?
- d) Give examples of safe places you can play in your own neighbourhood.

Scenario #7

(Unit 3) I keep letting my mom down. I'm 11 years old and in grade 5. My name is Heather. I pay attention in class and study hard but I don't do as well on the tests as my mom says I could. She says it's because I'm stupid and lazy. She says I'm good for nothing so I work extra hard to show her I can do something. I feel bad when she calls me stupid and lazy, but I guess it's my own fault. I'll have to work harder.

Discussion Questions:

- a) Do you think Heather is lazy and stupid?
- b) Is the mother in this story abusing her child?
- c) Which of Heather's rights are being violated?
- d) What emotions might Heather be feeling?
- e) What could her classmates, her teachers, and Heather herself do in this situation?
- f) What do you think Heather would like to hear her mother say?

Scenario #8

(Unit 3) Dad came home from work tired and cranky. My brother and I hadn't had supper but dad was too tired to make it. I got my brother and I some cookies from the cupboard and then we played a game. I guess we made too much noise because dad woke up and was very mad. He put us in the laundry room in the basement and barred the door with a chair. My little brother cried a lot because the room was dark and cold but I guess dad couldn't hear him from upstairs in the living room because he never came down to hug my brother and tell him everything was alright.

Discussion Questions:

- a) Does the father in this story have the right to be tired and cranky sometimes?
- b) Is the father violating any of the children's rights in this story? If so, which ones?
- c) How could the conflicts in this story have been resolved so everyone was happy?

Scenario #9

(Unit 7) My name is Roberto and I am scared. I am 13 years old and live in Vancouver. My family is poor and we can't always afford to buy food for my lunch when I am in school. I was very hungry so I took some fruit from a market and did not pay. The police caught me and now I am in jail. I've been here for many hours and no one has told me what is going on. I'm in a cell with older men, and none of the police will answer my questions. I don't even know if my parents know where I am.

Discussion Questions:

- a) Should Roberto have taken the fruit from the market without paying? Why?
- b) Which of Roberto's rights are being violated while he is in jail?
- c) Who is responsible for making sure Roberto's rights are respected while in jail?
- d) What could Roberto have done for food instead of stealing?
- e) What could the community, or the school do to help Roberto?

Families & Family Life

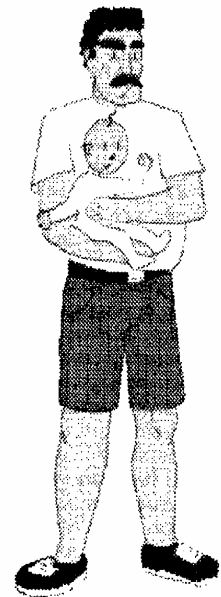
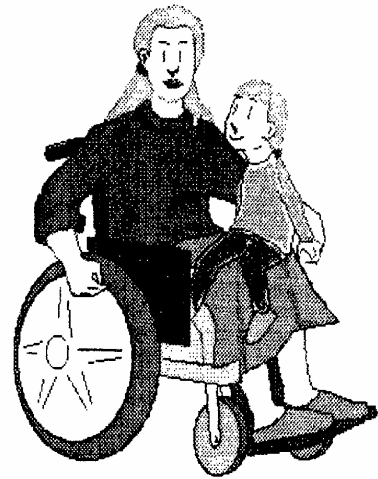
Think about the people in your family.

Now fill in this family chart.

Number of Children _____

Number of People living
in your home _____

Number of generations
in your home _____



Now compare your chart with those of your classmates.

How different are they? How are they the same?

Now think of all the ways your family helps you.

How do families in Canada differ from families in other parts of the world?

What are the advantages of having a family?

What are some of the different types of families?

Our Family & Our Health

Look at the pictures below and think about how each of these people keep us healthy.



doctor



firefighter



dad



teacher



police officer



nurse



mom

Do you think all the world's children are as lucky as you to have good health and health care?

CHILDREN'S RIGHTS WORD FIND

P	R	O	V	I	S	I	O	N	B	V	R	E	L	I	G	I	O	N	S
R	M	G	H	K	G	K	D	M	A	F	C	X	X	G	O	D	S	N	Z
O	L	R	G	S	L	K	N	I	H	T	F	P	M	A	A	C	G	B	H
T	F	D	E	N	K	J	D	S	N	N	I	L	M	S	L	W	Q	L	V
E	Q	T	W	D	R	U	G	S	O	Y	W	O	R	K	S	C	V	Z	S
C	F	O	J	E	S	U	T	P	I	R	Q	I	N	E	G	L	E	C	T
T	S	U	P	V	L	B	L	X	T	V	G	T	L	A	J	G	S	X	E
I	A	C	D	E	U	E	T	J	N	S	W	A	R	L	L	S	Y	T	G
O	E	H	F	L	I	F	E	F	E	T	J	T	S	D	X	I	F	H	K
N	U	H	U	O	G	A	P	S	V	H	Q	I	O	Y	F	D	T	A	C
D	F	G	K	P	S	M	R	H	E	G	L	O	H	F	M	B	C	Y	H
N	Q	J	N	M	D	I	N	F	R	I	E	N	D	I	G	N	I	T	Y
O	H	O	P	E	A	L	M	B	P	R	I	V	A	C	Y	H	W	R	I
I	L	A	F	N	S	Y	Q	W	F	O	S	T	E	R	C	A	R	E	Y
S	A	F	E	T	Y	W	T	R	A	D	I	T	I	O	N	H	Y	R	W
I	E	R	Y	W	T	U	V	H	Q	C	O	N	S	C	I	E	N	C	E
V	S	C	H	O	J	L	C	Z	M	W	Q	A	K	H	J	L	H	R	E
O	U	D	R	E	A	M	S	H	E	A	L	T	H	C	A	R	E	W	R
R	B	Z	W	E	U	L	C	H	F	B	M	L	A	S	E	Y	R	T	Y
P	A	R	T	I	C	I	P	A	T	I	O	N	P	A	R	E	N	T	S

- | | | | |
|---|--|---|--|
| <p>abuse
drugs
friend
life
participation
provision
school
war</p> | <p>conscience
exploitation
goals
nationality
prevention
religions
think
work</p> | <p>development
family
health care
neglect
privacy
rights
touch</p> | <p>dreams
foster care
hope
parent
protection
safety
tradition</p> |
|---|--|---|--|

CHILDREN'S RIGHTS

WORD SCRAMBLE

1. ghrtis _____
2. rectiopton _____
3. srpxeesion _____
4. desiionc _____
5. Feedrmo _____
6. rspenosbiltyi _____
7. leanc arwte _____
8. rovispion _____
9. amiylf _____
10. hldi albor _____
11. doof _____
12. eisruel ctiavty _____
13. aembssyl _____
14. pltoixeaoitn _____

Please note that this activity could be made more challenging if the words the students unscramble can then be arranged into a phrase which has something to do with children's rights. Some of the filler words such as "the" and "and", could be provided to give them a head start.

CHILDREN'S RIGHTS

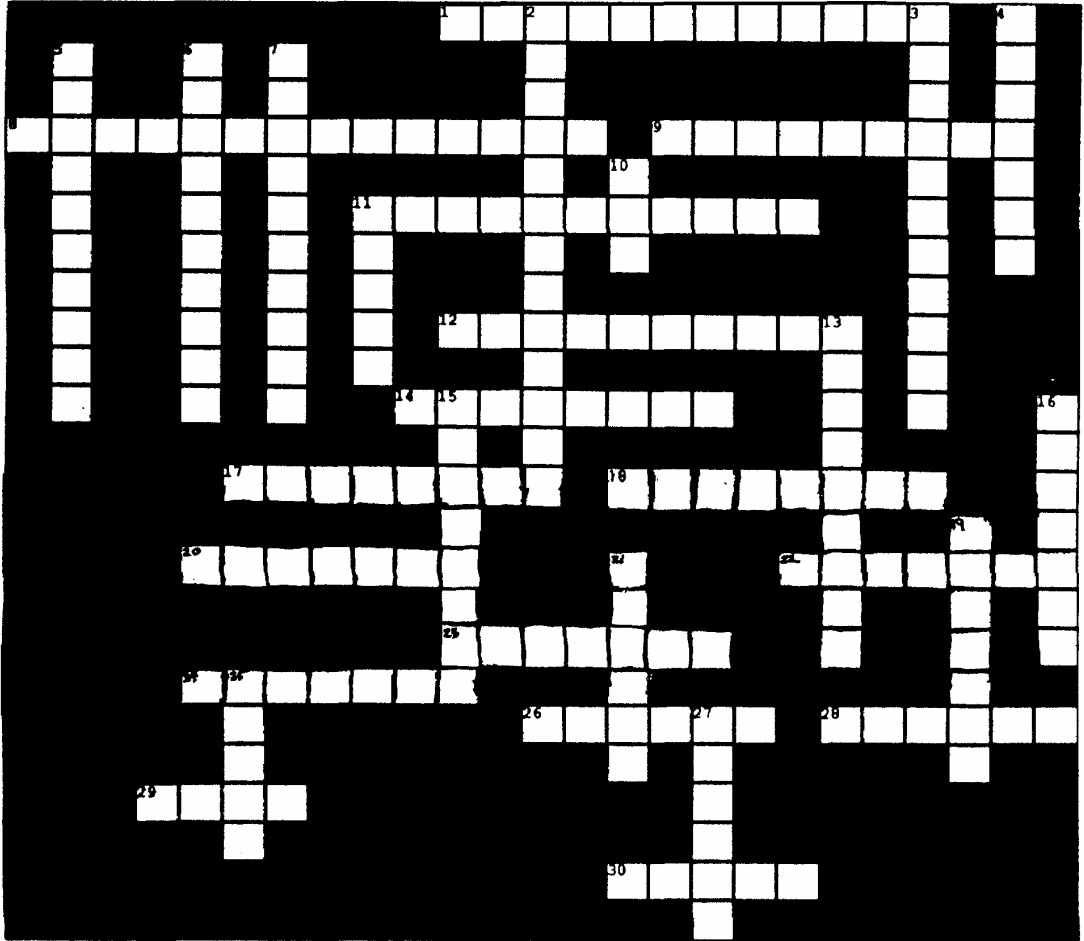
WORD WHEEL

Begin at the arrow and choose that letter and every second letter after that, until you have completed the phrase below.

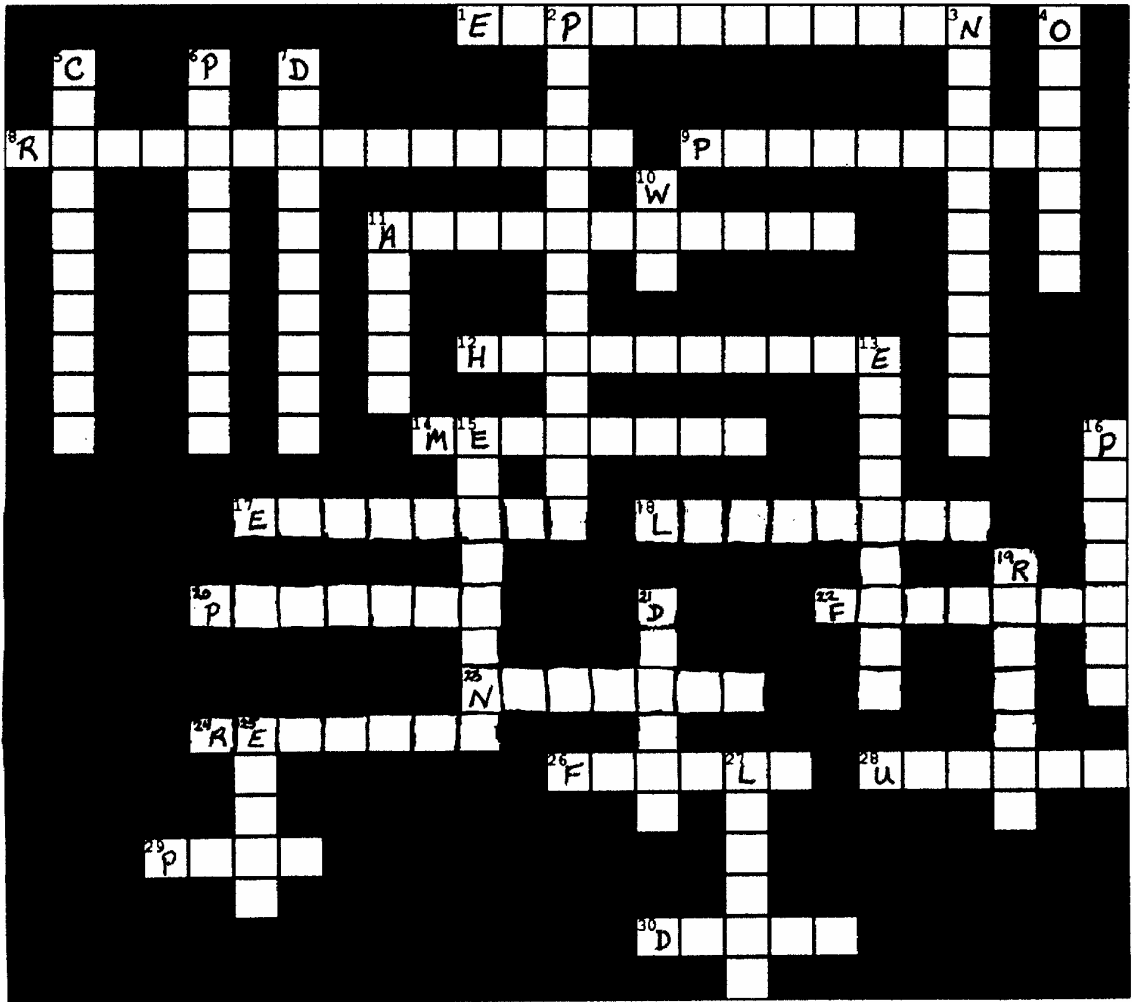


" ----- "

Crossword Puzzle



Crossword Puzzle



Across

1. Labour and sexual are two forms of _____.
8. This word goes hand-in hand with rights.
9. One of three general groupings of children's rights
11. You can be friends with whomever you want to regardless of race, religion, etc. This is an example of the right to freedom of ___.
12. You have a right to proper _____ to help you stay healthy.
14. The doctor gives you this when you are sick.
17. A child is defined as anyone under this age
18. English, French, German, Japanese are all examples of _____.
20. In 1988, 16% of Canadian children lived in this
22. There is to be no recruitment of children under this age into armed forces
23. Sam is 4 years old. His mom and dad leave him home alone while they go to parties on the weekend. This is an example of _____.
24. A child who has fled his/her country to seek safety from war is called a _____.
26. You have the right to live with your _____ unless separation is necessary for your best interests, as determined by the law.
28. This organization is dedicated to helping children all over the world.
29. You have the right to leisure and _____.
30. You have the right to say no to, and be protected from, the use and selling of these substances.

Down

2. One of three general groupings of children's rights
3. Every child has the right to a name and _____.
4. You have the right to express your own _____ and the responsibility to listen to those of others.
5. This is an essential need to which not all children have access.
6. One of three general groupings of children's rights
7. You have rights regardless of race, gender, religion and _____.
10. Every child has the right to be protected from _____.
11. You have the right to be protected from all forms of _____ (sexual, physical, mental).

13. Every child has the right to attend school and get an _____.
15. _____ should learn about children's rights.
16. The UN Convention on the Rights of the Child recognizes the responsibilities, rights and duties of _____ in raising children.
19. It is your responsibility to _____ the rights of others.
21. Children's Rights help children's _____ become realities.
25. All children are _____.
27. Working long hours for little money in dangerous conditions is considered _____ exploitation.

Words to be used in puzzle:

drugs	fifteen	exploitation	UNICEF	disability
play	eighteen	nationality	respect	refugee
participation	poverty	everyone	education	medicine
protection	provision	responsibility	equal	association
labour	war	health care	abuse	clean water
language	opinion	family	parents	
dreams				
neglect				

(There are two versions of the puzzle. The second version contains the same clues but the answers should not be included. Instead, the first letter of each answer will be written in the appropriate box.)

APPENDIX

UN Convention on the Rights of the Child Unofficial Summary of Articles

FOREWARD: This is a summary of the contents of the 54 articles contained in the United Nations Convention on the Rights of the Child. It is meant to be used as a guide for those who want to study or locate certain parts of the actual text or for those who want to gain a sense of the content of the UN Convention without reading each article in its original form. As such, there are many omissions, as well as language that differs from the original text. Therefore, this should not be considered an official abbreviated version of the Convention. It was adapted with permission from publications of Defense for Children International - USA.

Article 1 - Definition of Child

Every person under 18, unless national law grants majority at an earlier age.

Article 2 - Freedom From Discrimination

Rights in the Convention to apply to all children without exception; the State to protect children from any form of discrimination or punishment based on family's status, activities, or beliefs.

Article 3 - Best Interests of Child

The best interests of the child to prevail in all legal and administrative decisions; the State to ensure the establishment of institutional standards for the care and protection of children.

Article 4 - Implementation of Rights

The State to translate the rights in the Convention into actuality.

Article 5 - Respect for Parental Responsibility

The State to respect the rights of parents or guardians to provide direction to the child in the exercise of the rights in the Convention in a manner consistent with the child's evolving capacities.

Article 6 - Survival and Development

The child's right to live; the State to ensure the survival and maximum development of the child.

Article 7 - Name and Nationality

The right to a name and to acquire a nationality; the right to know and be cared for by parents.

Article 8 - Preservation of Identity

The right to preserve or re-establish the child's identity (name, nationality, and family ties).

Article 9 - Parental Care and Nonseparation

The right to live with parents unless this is deemed incompatible with the child's best interests; the right to maintain contact with both parents; the State to provide information when separation results from State action.

Article 10 - Family Reunification

The right to leave or enter any country for family reunification and to maintain contact with both parents.

Article 11 - Illicit Transfer and Nonreturn

The State to combat the illicit transfer and nonreturn of children abroad.

Article 12 - Free Expression of Opinion

The child's right to express an opinion in matters affecting the child and to have that opinion heard.

Article 13 - Freedom of Information

The right to seek, receive, and impart information through the medium of choice.

Article 14 - Freedom of Thought, Conscience, and Religion

The right to determine and practice any belief; the State to respect the rights of parents or guardians to provide direction in the exercise of this right in a manner consistent with the child's evolving capacities.

Article 15 - Freedom of Association

The right to freedom of association and freedom of peaceful assembly.

Article 16 - Protection of Privacy

The right to legal protection against arbitrary or unlawful interference with privacy, family, home, or correspondence, or attacks on honor and reputation.

Article 17 - Media and Information

The State to ensure access to information and material from a diversity of national and international sources.

Article 18 - Parental Responsibilities

The State to recognize the principle that both parents are responsible for the upbringing of their children; the State to assist parents or guardians in this responsibility and to ensure the provision of child care for eligible working parents.

Article 19 - Abuse and Neglect

The State to protect children from all forms of physical or mental injury or abuse, neglect, and exploitation by parents or others, and to undertake preventive and treatment programs in this regard.

Article 20 - Children Without Families

The right to receive special protection and assistance from the State when deprived of family environment and to be provided with alternative care, such as foster placements or Kafala of Islamic Law, adoption, or institutional placement.

Article 21 - Adoption

The State to regulate the process of adoption (including inter-country adoption), where it is permitted.

Article 22 - Refugee Children

The State to ensure protection and assistance to children who are refugees or are seeking refugee status, and to cooperate with competent organizations providing such protection and assistance, including assistance in locating missing family members.

Article 23 - Disabled Children

The right of disabled children to special care and training designed to help achieve self-reliance and a full and active life in society; the State to promote international cooperation in the exchange and dissemination of information on preventive health care, treatment of disabled children, and methods of rehabilitation.

Article 24 - Health Care

The right to the highest attainable standard of health and access to medical services; the State to attempt to diminish infant and child mortality; combat disease and malnutrition, ensure health care for expectant mothers, provide access to health education, including the advantages of breast feeding, develop preventative health care, abolish harmful traditional practices, and promote international cooperation to achieve this right.

Article 25 - Periodic Review

The right of children placed by the State for reasons of care, protection, or treatment to have all aspects of that placement reviewed regularly.

Article 26 - Social Security

The right, where appropriate, to benefit from social security or insurance.

Article 27 - Standard of Living

The right to an adequate standard of living; the State to assist parents who cannot meet this responsibility and to try to recover maintenance for the child from persons having financial responsibility, both within the State and abroad.

Article 28 - Education

The right to education; the State to provide free and compulsory primary education, to ensure equal access to secondary and higher education, and to ensure that school discipline reflects the child's human dignity.

Article 29 - Aims of Education

The States Parties' agreement that education be directed at developing the child's personality and talents to their fullest potential; preparing the child for active life as an adult; developing respect for the child's parents, basic human rights, the natural environment, and the child's own cultural and national values and those of others.

Article 30 - Children of Minorities

The right of children of minority communities and indigenous populations to enjoy their own culture, to practice their own religion, and to use their own language.

Article 31 - Leisure & Recreation

The right to leisure, play, and participation in cultural and artistic activities.

torture, or armed conflicts.

Article 32 - Child Labor

The right to be protected from economic exploitation and from engagement in work that constitutes a threat to health, education, and development; the State to set minimum ages for employment, regulate conditions of employment, and provide sanctions for effective enforcement.

Article 33 - Narcotics

The State to protect children from illegal narcotic and psychotropic drugs and from involvement in their production or distribution.

Article 34 - Sexual Exploitation

The State to protect children from sexual exploitation and abuse, including prostitution and involvement in pornography.

Article 35 - Sale and Trafficking

The State to prevent the sale, trafficking, and abduction of children.

Article 36 - Other Exploitation

The State to protect children from all other forms of exploitation.

Article 37 - Torture, Capital Punishment, and Deprivation of Liberty

The State to protect children from torture or other cruel, inhuman, or degrading treatment or punishment; capital punishment or life imprisonment for offenses committed by persons below the age of 18; and unlawful or arbitrary deprivation of liberty. The right of children deprived of liberty to be treated with humanity and respect, to be separated from adults, to maintain contact with family members, and to have prompt access to legal assistance.

Article 38 - Armed Conflict

The State to respect international humanitarian law, to ensure that no child under 15 takes a direct part in hostilities, to refrain from recruiting any child under 15 into the armed forces, and to ensure that all children affected by armed conflict benefit from protection and care.

Article 39 - Rehabilitative Care

The State to ensure the physical and psychological recovery and social reintegration of child victims of abuse, neglect, exploitation,

Article 40 - Juvenile Justice

The right of accused children to be treated with dignity. The State to ensure that no child is accused by reason of acts or omissions not prohibited by law at the time committed; every accused child is informed promptly of the charges, presumed innocent until proven guilty in a prompt and fair trial, receives legal assistance, and is not compelled to give testimony or confess guilt; and alternatives to institutional care are available.

Article 41 - Supremacy of Higher Standards

The standards contained in this Convention not to supersede higher standards contained in national law or other international instruments.

Article 42 - Public Awareness

States to make the rights contained in this Convention widely known to both adults and children.

Article 43 - Committee on the Rights of the Child

Election of a Committee on the Rights of the Child to examine the progress made by States Parties in achieving their obligations under the Convention and establishment of rules of procedure.

Article 44 - Reports by States

States to submit to the Committee reports on measures adopted that give effect to rights in the Convention and on progress made in the enjoyment of those rights, and to make the reports widely available to the public in their own countries.

Article 45 - Implementation

The right of the specialized agencies and UNICEF to be represented at Committee proceedings; the prerogative of the Committee to invite competent bodies to provide expert advice, to request the Secretary-General to undertake studies and to make recommendations.

Article 46 - Signature

The Convention to be open for signature by all States.

Article 47 - Ratification

The Convention to be subject to ratification.

Article 48 - Accession

The Convention to be open to accession by any State.

Article 49 - Entry into Force

The Convention to enter into force on the 30th day after the 20th instrument of ratification or accession deposited with the Secretary-General.

Article 50 - Amendments

Provision for amending the Convention if approved by the General Assembly of the UN and accepted by a two-thirds majority of State Parties; binding on those State Parties that have accepted it.

Article 51 - Reservations

Provisions for States to make certain permitted reservations, so long as they do not conflict with the object and purpose of the Convention.

Article 52 - Denunciation

Provision for denunciation of the Convention by a State Party to become effective one year after date of receipt.

Article 53 - Depositary

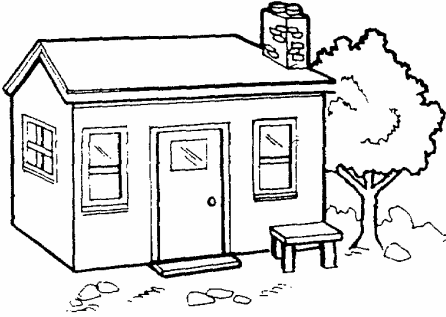
Designation of Secretary-General of the UN as the depositary of the Convention.

Article 54 - Authentic Text

Arabic, Chinese, English, French, Russian, and Spanish texts of the Convention to be equally authentic.

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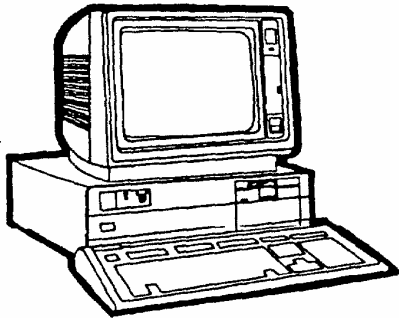
Wants and Needs Cards



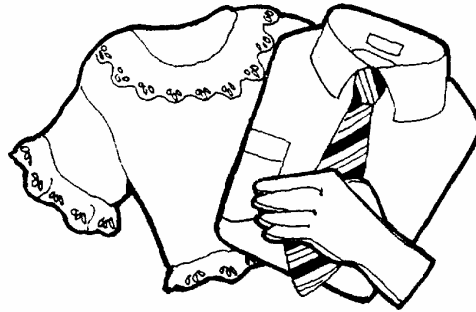
Decent shelter



The opportunity to practise
your own religion



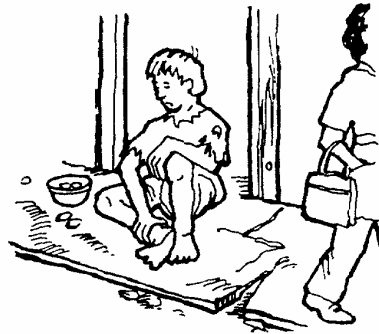
A personal computer



Clothes in the latest style



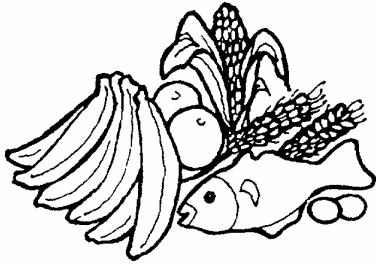
Clean air



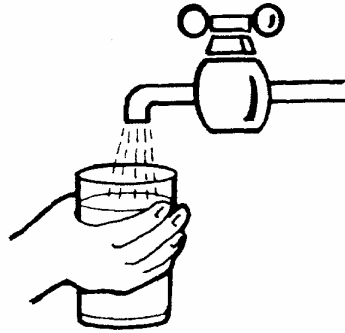
Protection from abuse and neglect



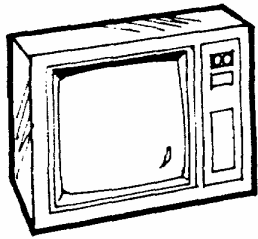
Wants and Needs Cards



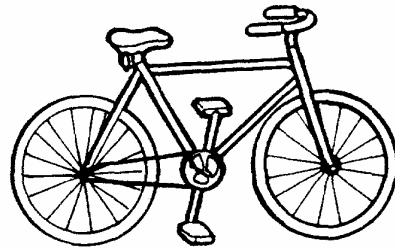
Nutritious food



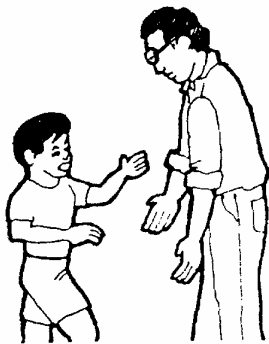
Clean water



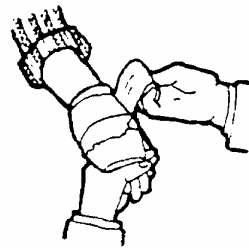
A television set



A bicycle



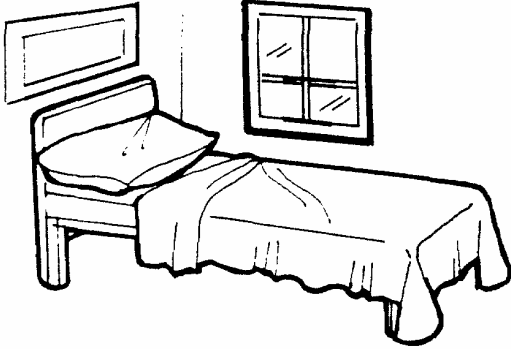
The opportunity to express your opinion and be listened to



Medical care when you need it



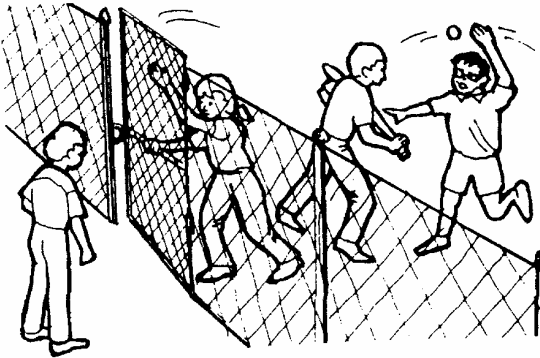
Wants and Needs Cards



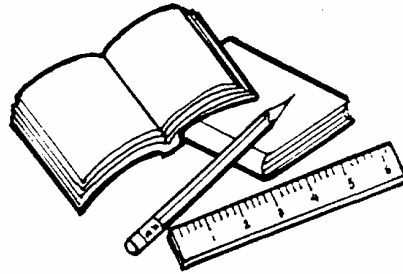
Your own bedroom



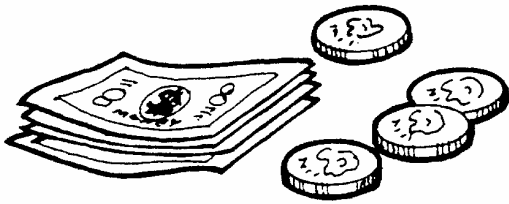
Sweets



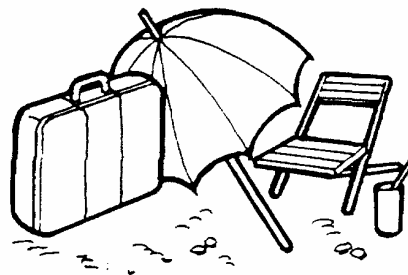
Protection from discrimination



Education



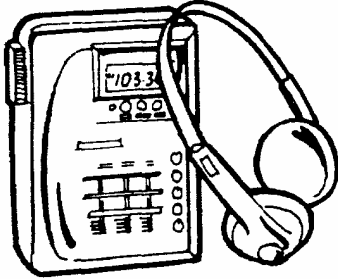
Money to spend as you like



Holiday trips



Wants and Needs Cards



A personal stereo



Playgrounds and recreation centres

