

Rights of the Child



Intermediate



Elementary Teachers' Federation of Ontario
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CLOSE the GAP



Rights of the Child

Intermediate

Objectives

Based on an inquiry connected to one Article in the United Nations Convention on the Rights of the Child, students write a protest song/poem. .

Grade 7/8 Overall Oral Expectations

- Use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes.

Grade 7/8 Overall Reading Expectations

- Read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning.

Grade 7/8 Overall Writing Expectations

- Generate, gather, and organize ideas and information to write for an intended purpose and audience.
- Draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience.
- Use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively.

Grade 8 Overall Geography Expectations (Economic Systems)

- Compare living and working conditions in countries with different patterns of settlement, and examine how demographic factors could affect their own lives in future.

Note: We encourage teachers to be sensitive so that all students feel safe and comfortable expressing themselves and contributing to the discussions. There may be some students in the class that have experienced violations of their rights as described in the lessons. Be sure to equip yourself with the students' backgrounds prior to completing the activities.

Modifications/Accommodations

The following tasks have been created with the understanding that classrooms contain a variety of learners. As such, each task consists of a variety of components that may be completed orally, visually, or in written form, and teachers can accommodate or modify as necessary.

TASK ONE: Exploring the concept of Justice/Injustice

The Candy Game

Materials: A variety of coloured candy (wrapped), paper bags

1. Prepare one paper bag for each student. Each bag should contain a variety of candy. Some bags will have no candy, some will have a few pieces, and others will have four pieces.
2. Explain that the students are going to be given one paper bag. The goal of the game is for each child to collect four pieces of candy that are the same colour
3. Tell the students that they must not speak during this game. Discuss some ways you can communicate without speaking (e.g., eye contact, gestures).
4. Allow the students to have approximately three minutes to play the game. Once students seem to be finished, the game can come to end.
5. Have students gather in a circle, and allow each child to tell how much candy she did (or did not) collect.
6. Once each student has shared, ask students about their feelings about this game.

Guiding Questions:

- How did you feel when we started playing the game?
- What did you think when you were told you could not speak during the game?
- What was fun about the game?
- What was difficult about the game?
- What concerns/issues do you think were explored by playing this game?

After this discussion, collect the candy, and allow students to enjoy one piece each!

TASK TWO: Exploring the Concept of Wants Versus Needs

Students form small groups. Teacher makes enough copies of the cards for each group and distributes the cut copies.

Individually, and without speaking, students observe all 20 cards. Individually students create a “Wants: Top Five List” and write these wants on a separate piece of paper. Within their groups, students compare and discuss similarities and differences about their choices.

Individually, and without speaking, students observe all 20 cards. Individually students create a “Needs: Top Five List” and write these needs on a separate piece of paper. Within their groups, students compare and discuss similarities and differences about their choices. (An important question to ask students may be whether any of their Wants were the same as their Needs.)

As a group, students again observe the 20 cards and create a “Needs” pile and a “Wants” pile. Students are encouraged to engage in a discussion as there will be differing opinions.

Each group shares its decisions. Teacher may wish to keep a tally of results to compare commonalities/differences. Teacher leads a class discussion about the difference between needs and wants.

Teacher’s questions could include:

- Was it difficult to categorize the cards?
- Why was it difficult?
- How did you decide which cards belonged in each category?
- Are there any cards that seem to belong in both categories? Why?

Source: Teaching for Children’s Rights.

Rights, Wants, and Needs, Card and Activity Kit (Please refer to Pg 20-23 at: http://www.sd70.bc.ca/_SocialResp/resources/UNICEF%20Lessons%20-%20Elementary/Unicef-Helping_to_Make_Classroom_Revised_Jan_20081.pdf)

The teacher and class define the two concepts:

Needs Things we must have in order to survive grow and develop.

Wants: Things we wish to have but generally do not need in order to survive, grow and develop.

With these definitions in mind, students revisit their piles of cards and revise their choices.

Note: For Answers, please refer to Page 20 at:
http://www.sd70.bc.ca/_SocialResp/resources/UNICEF%20Lessons%20-%20Elementary/Unicef-Helping_to_Make_Classroom_Revised_Jan_20081.pdf

Teacher confirms the correct answers.

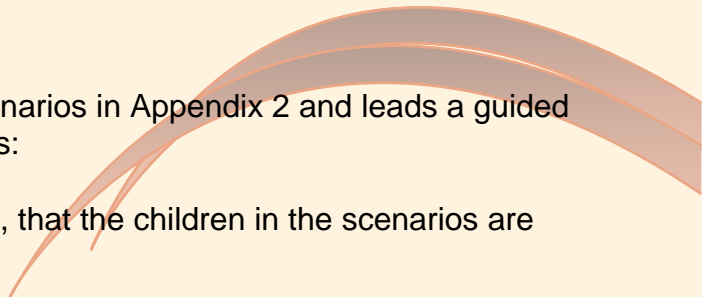
TASK THREE: Exploring the concept of Human Rights/Denial or Violation of Rights

Students form small groups. Teacher photocopies, cuts and distributes enough copies of scenarios (Appendix 2) for each group of students. Students read the scenarios, discuss, and share what commonalities they can discern (e.g., that the child in each scenario is denied his/her needs.) Have students match the “Needs” cards with the appropriate scenarios. (Answers are in Appendix 1)

Teacher leads students in a discussion, guiding them toward the idea that “Needs” are connected to “Rights”. Teacher uses questions such as:

- What other concepts come to mind when we are thinking about NEEDS?
- Can we think of another word or concept related to NEEDS?

Teacher and students define RIGHTS: The basic needs everyone deserves to have in order to survive, grow, and develop.



Teacher asks students to refer back to the scenarios in Appendix 2 and leads a guided response session using the following questions:

- What did we learn from the scenarios? (i.e., that the children in the scenarios are denied their RIGHTS)
- What might be the effects on these children? (i.e., personal suffering, both physical, mental, emotional)
- What might be the effects on these children in the long term? (i.e., cannot develop to their full potential as human beings, disempowerment, marginalization, etc.)
- What might be the effects on the society? (social and political unrest)

TASK FOUR: Introducing the Convention on the Rights of the Child

Teacher and students revisit the concept of children's rights being denied (Task Three). Teacher explains that because children's rights are denied or violated, the 1989 UN Convention on Rights of the Child was created to affirm these rights for children.

Teacher distributes student-friendly version to the class and in pairs, students read the Articles. Teacher leads a discussion by asking questions such as:

- What Articles surprised you?
- How did you feel after reading the Articles? Why?
- How can you make a personal connection to the Articles?

Teachers may want students to write a personal response to the Convention.

Source - A student friendly copy of the *United Nations Conventions on the Rights of the Child* can be downloaded at:

http://globalclassroom.unicef.ca/pdf/Bringing_Childrens_Rights_Alive.pdf . (Pg 12-13)

TASK FIVE: Exploring the denial/violation of the Articles in the UN Convention on the Rights of the Child at local, national and global levels.

NOTE: It is important that teachers share with students that the denial or violation of children's rights occurs at a local, national and global level. This way, we avoid stigmatizing the "developing world" for human rights abuses, and stereotyping students in our classrooms who may have family origins in these countries.

Teacher distributes copies of “Denial of Rights: Who? What? Where?” (Appendix 3)
Students carefully read the three scenarios. They then fill in the chart.

LOCAL:

From April 2008 to March 2009, the total number of client visits to food banks in the GTA was 1,030,568. This is the ninth straight year of increased use. In the past two years, the upward trend in food bank use had been gradual until September 2008 when numbers climbed sharply. This increased need can be attributed to more people losing their jobs and an influx of newcomers without access to the job market. Over one third of food bank clients are children.

Source:

http://www.dailybread.ca/PDFS/03_LearningCentre_/2009WhosHungryReport.pdf

Note: This information pertains to the GTA and teachers may want to find information that is reflective of their own local communities.

NATIONAL:

A remote First Nation community called Kashechewan, located in northern Ontario, has been under a boil water advisory since 2003. In October, 2005, the situation was so bad that community members were calling for an immediate evacuation.

To this day, over 100 First Nation communities must boil their drinking water. Health Canada indicates that more than half of those communities are located in rural and remote locations in Ontario. Indian and Northern Affairs identified that over one quarter of the water treatment systems in First Nations communities remain at high risk to contamination and pose a very real and dangerous threat to First Nations citizens.

Source: <http://media.knet.ca/node/1655>

GLOBAL: *India has the largest number of children under the age of 15 in the work force in the world. Some estimates put the figure at 100 million. In some cases, young children are forced to work for long hours for low pay and in dangerous conditions. Poverty can also force families to sell their children to do work for others. These children have to work in very unhealthy conditions, and for very little, or no pay. They are sometimes forced to live in the place where they work, away from their families and parents.*

Source: <http://www.oxfam.org.uk/coolplanet/kidsweb/world/india/indioxf3.htm>.

TASK SIX: WRITING THE PROTEST SONG

Note: Teachers may wish to explore the concept of protest with their students before introducing the writing of the protest song. Visuals of forms of protest are easily accessed through Google images. Questions teachers may ask include:

- What is a protest? (Expressing opposition using words, voices, action.)
- Why do people protest? (To express opposition to injustice.)
- What forms of protest do people engage in? (Strike, rally, letter campaign, petition, sit-in, chanting slogans, protest songs, etc.)
- Why are protest songs so effective? (These are a vehicle for social change reach a wide audience; send important messages using the medium of music.)

Should teachers wish to further explore the history of the protest song, these websites are helpful:

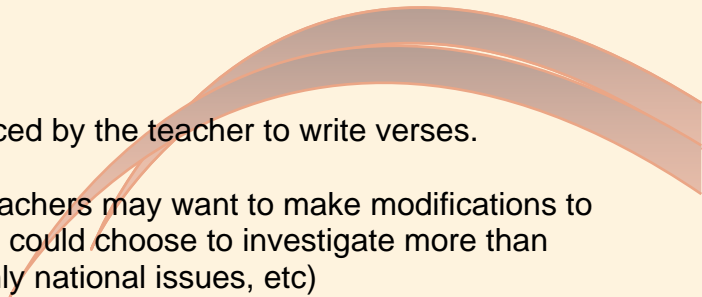
<http://hubpages.com/hub/The-Best-10-Protest-Songs>.

<http://www.spinner.ca/2007/07/13/20-protest-songs-that-mattered-no-20/>.

WRITING THE PROTEST SONG

Using the 3R Model: Research, Rhyme, and Rhythm.

1. Teacher explains the Structure of a Protest Song. (See Appendix 5)
2. Teacher reviews rhyme schemes.
3. Teacher models the writing process introducing the 3Rs (Research, Rhyme, and Rhythm.)
4. Teacher and students write the chorus together. Depending on teacher expectations, students could share this chorus in each of their individual songs or create their own chorus.
5. Each student chooses an Article from the Convention on the Rights of the Child about which she/he feels concerned and conducts an inquiry addressing how one right is denied at a local, national and global level. (Appendix 4: Graphic Organizer-Breaking it Down.)



6. Students follow the writing process introduced by the teacher to write verses.

Note: Depending on time and expectations, teachers may want to make modifications to the culminating activity. For example, students could choose to investigate more than one Article, or choose issues that pertain to only national issues, etc)

WRITING PROCESS:

Teacher and students write the chorus together.

1. Brainstorm words (general vocabulary, not specific to a particular article) that connect/relate to children's rights: children, child, rights, fair, unfair, justice, injustice, harm, hurt, need, denial, rules, responsibility, world, community, kids, babies, deserve, protection, special, afraid, fear, right, wrong, declaration, life, wants, safe, country, suffer, imagine, world, local, global, care, adult, etc.
2. Choose key words from the brainstorm list that will rhyme easily (www.rhymezone.com) and begin playing with these words. To write the chorus, ensure the rhyming words are placed at the end of each line. Create a four-line chorus, e.g., protection, violation, declaration, solution, revolution, distribution, constitution, evolution.
3. Write a chorus:
Listen to our life stories, hear our **declaration**
Ya, we all got rights but there's rampant **violation**
Adults, we are young, deserve child **protection**
Kids across the globe, let's demand a **revolution!!!**

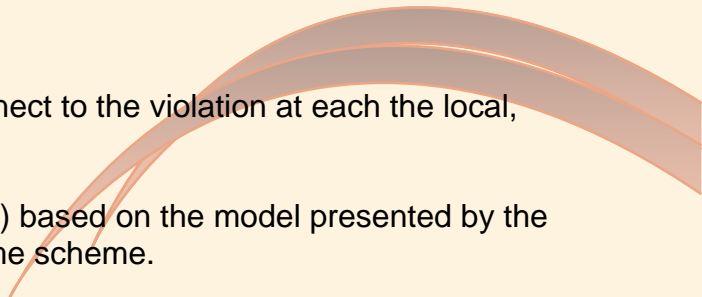
Ensure the syllable count is consistent (i.e., rhythm ensures the writing is 'rapable.')

WRITING PROCESS:

Students write the verses individually.

Referring to the Articles of the United Nations Convention on the Rights of the Child, each student will:

1. **Choose** one Article about which she/he feels most concerned.
2. **RESEARCH: Use** a graphic organizer (Appendix 4) to collect information about how this particular children's right is being violated at a local, national and global level.

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3. **Brainstorm** words (Appendix 6A) that connect to the violation at each the local, national, and global level.
 4. RHYME: **Write** three verses (Appendix 6A) based on the model presented by the teacher. Student chooses her/his own rhyme scheme.
 5. RHYTHM: **Ensures** the lines of the song are consistent in syllable count so that it is 'rapable.'

SAMPLE: See Appendix 6B for a sample song.

Note: Some Articles within the Convention will be more accessible or appropriate for students than others. Teachers are advised to use discretion. For example, Article 34 that says: "You have the right to be free from sexual abuse," will expose students to information which will be upsetting.

The following Articles are most accessible: Articles 22, 23, 24, 27, 28, 31, 32.

SOURCES FOR INQUIRY:

Local:

<http://www.dailybread.ca/learningcentre/hungerstats.cfm?id=3-3>

(Note that these stats pertain to the GTA)

National:

<http://www.cafb-acba.ca/main2.cfm?id=10718648-B6A7-8AA0-6A3C6F3CAC0124E1>

Global:

<http://www.bread.org/learn/hunger-basics/hunger-facts-international.html>

Extensions/Integrations:

Music: Create music or use familiar tunes to sing/rap protest songs at a Student Protest Concert.

Perform writing pieces as protest poems at a Protest Poetry Slam.

Drama: Create tableaux based on the information researched in your song.

Media: Create an infomercial, which raises awareness about the Convention on the Rights of the Child.
Design a CD cover for your song.
Design other protest media, such as placards, banners, t-shirts and buttons, which raise awareness about the Convention on the Rights of the Child.

Writing: Engage in a letter campaign (i.e., Amnesty International's Write for Rights campaign).

Reading: Read novels that have connections to the violation of children's rights. (See Appendix 7 for resources and a booklist.)

Modifications: Whenever possible, use visuals to re-enforce concepts presented in the lessons.

If possible, show a related film that students can use as a starting point for discussion.

During the inquiry phase, provide students with websites that include student-friendly language; or provide students with ready-made articles/statistics.

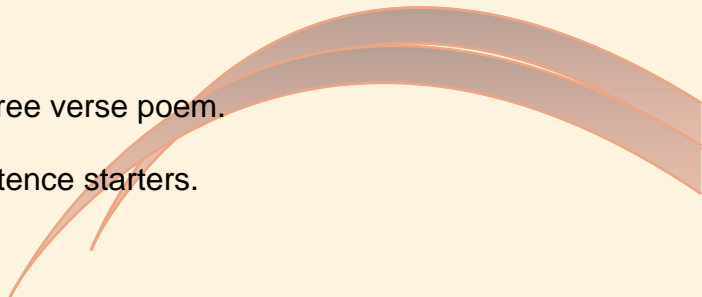
Provide students with alternate graphic organizers.

Focus on ideas and concepts rather than the mechanics of language.

Writing: Write verses in partners or small groups.

Decrease the number of verses students write.

Remain flexible about, for example, the rhyme scheme in the song as this may be challenging for ELL learners; provide the




option of a non-rhyming, free verse poem.

Provide students with sentence starters.

Evaluation:

Lesson Expectations.

Focus on ideas and concepts rather than the mechanics of language.



APPENDIX 1 - ANSWER KEY

1. Decent shelter (D)
2. Nutritious food (E)
3. Protection from abuse and neglect (C)
4. Education (A)
5. Health care (B)
6. Fair treatment and non-discrimination (K)
7. Clean air (F)
8. Opportunities to share opinions (I)
9. Playgrounds and recreation (H)
10. Clean water (G)
11. Opportunities to practice your own culture, language and religion (J)

Appendix 2 - Scenarios

A. I am a seven year old girl and I have three brothers. I wanted to go to elementary school but my parents could not afford to buy school uniforms for all of us. My parents decided that my two older brothers could have enough money to buy uniforms and attend classes but that my younger brother and I would need to stay at home and work.

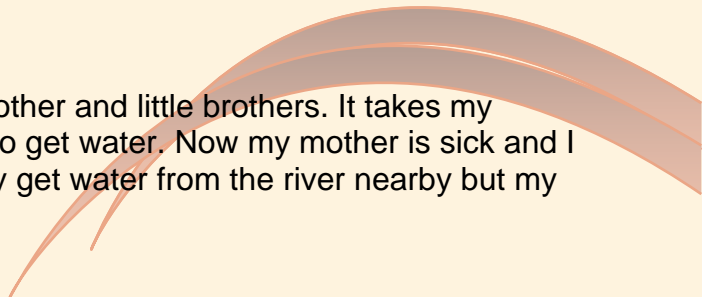
B. My family lives in the countryside, many kilometers away from the medical centre in the village. I was never vaccinated as a young child. Now, at age 10, I suffer from polio.

C. I am 13 years old and working in a carpet factory with many other children. It is very dark and dusty, and we are often thirsty. If we ever make mistakes in our work, our boss beats us.

D. Several years ago my family's home was ruined by an earthquake. Although the government has promised to help us, we have received no money to build a new home and so my parents and my younger sister continue to live on the street.

E. My family and I live in a refugee camp. There are enough tarpaulin tents for most of the other families, but there isn't enough rice for everyone because the trucks of supplies don't come on time. Some days we don't eat. I haven't eaten vegetables for weeks.

F. I am 14 years old and I work in the silver mines. Deep in the mountain's mine, we use dynamite to extract the silver from the rock. I am told that once a miner begins his work, even at a young age, he will begin to suffer of silicosis, a lung disease.



G. I am a six year old girl and I live with my mother and little brothers. It takes my mother and I two hours to walk to the well to get water. Now my mother is sick and I cannot carry the water by myself. I can only get water from the river nearby but my friends got sick from drinking this water.

H. After school, I go straight to my job, then go home to look after my younger sisters and brothers while my parents work. I can barely keep my eyes open by the end of the night and before I know it, I am off to school again.

I. I am a 15 year old girl and I work as a domestic servant. Although we signed a contract to work 12 hours per day, our boss forces us to work up to 15 hours per day. I have told the government official many times, but he ignores my complaint.

J. I am 10 years old and I practice the religion that my family has practiced for years and years. In my school, the headmaster does not allow me to pray in the way I wish. Instead I must follow the practice of my peers.

K I am a 12 year old girl and my passion is playing soccer. I have played with boys in my community for years. But when I tried to sign up for the Soccer League, I was informed that only males could join.

Appendix 3

Denial of Rights: Who, What, Where

SCENARIO	ARTICLE BEING VIOLATED	PART OF THE WORLD (circle)
<p>1. A remote First Nation community named Kashechewan, located in northern Ontario, has been under a boil water advisory since 2003. In October, 2005, the situation was so dangerous that community members were calling for an immediate evacuation.</p> <p>To this day, over 100 First Nation communities must boil their drinking water. Ontario. Many communities remain at high risk to contamination and this poses a very real and dangerous threat to First Nations adults and children.</p>	<p>Article(s) # _____</p> <p>Is/are being violated because _____</p> <p>_____</p>	<p>Local</p> <p>National</p> <p>Global</p>
<p>India has the largest number of children under the age of 15 in work in the world. Some estimates put the figure at 100 million children. In some cases, young children are forced to work for long hours for low pay and in dangerous conditions. Poverty can also force families to sell their children to do work for others. These children have to work in very unhealthy conditions, and for very little, or no, pay. They are sometimes forced to live in the place where they work, away from their families and parents.</p>	<p>Article(s) # _____</p> <p>Is/are being violated because _____</p> <p>_____</p>	<p>Local</p> <p>National</p> <p>Global</p>
<p>From April 2008 to March 2009, the total number of client visits to food banks in the GTA was 1,030,568. This is the ninth straight year of increased use. In the past two years, the upward trend in food bank use had been gradual until September 2008 when numbers climbed sharply. This increased need can be attributed to more people losing their jobs and an influx of newcomers without access to the job market. Over one third of food bank clients are children.</p>	<p>Article(s) # _____</p> <p>is/are being violated because _____</p> <p>_____</p>	<p>Local</p> <p>National</p> <p>Global</p>



Appendix 4 Breaking it Down

Article Number –

Concern –

Denial of Right:

1. Local –

2 National –

3 Global

Appendix 5 - Structure of any Protest Song

Chorus: Main idea, message, must be 'catchy.'

Verses: Details; support the main idea in the chorus.

Structure of the Children's Rights Protest Song:

Chorus: Main idea, message, must be 'catchy.'

Chorus = Children's rights are being violated.

Verses: Details; support the main idea in the chorus.

Verses 1, 2, 3 = One children's right and how it is violated at a local, national and global level.

RHYME SCHEMES:

A A A

A A A

A B B

A B B

C

C

Appendix 6-A

The Article in the CRC I feel most strongly about is # _____

Because _____.

Brainstormed Words (related to information written on the graphic organizer)

CHORUS:

_____	_____
_____	_____
_____	_____
_____	_____

Verse One (Local):


_____	_____
_____	_____
_____	_____
_____	_____

Verse Two (National):

_____	_____
_____	_____
_____	_____
_____	_____

Verse Three (Global):

_____	_____
_____	_____
_____	_____
_____	_____



Appendix 6-B

Sample Protest Song Based on Article 24

Article 24: You have the right to the best health care possible, safe water to drink, nutritious food, a clean and safe environment, and information to help you stay well.

Title: *Hunger Cries Across the Globe*

CHORUS:

Listen to our life stories, hear our declaration
Ya, we all got rights but there's rampant violation
Adults, we are young, deserve child protection
Kids across the globe, let's demand a revolution!!!

VERSE ONE: (Local)

Did you know that kids are hungry in our own community?
Daily Break Food Bank proves that there is no immunity
17 percent of GTA kids go hungry once a week
To protest this injustice, louder! Louder! We must speak!

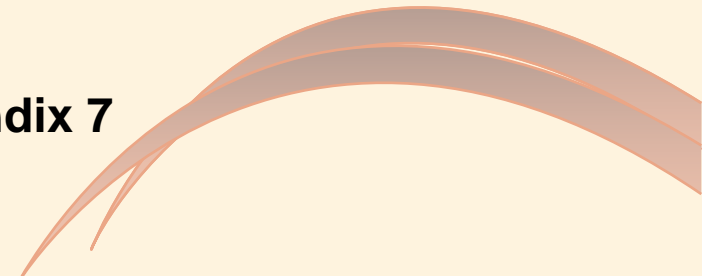
VERSE TWO: (National):

700,000 Canadians monthly visit a food bank
How many are kids you ask, sure I will be frank
Children using food banks stats show, 37 percent
How can kids be healthy? This is surely a lament.

VERSE THREE (Global):

If Mother Earth produces food for the entire globe
Over one billion hungry? this question we must probe
One child dies from hunger, every five seconds
Where is justice for these children, the Convention beckons.

Appendix 7



Resources

http://www.sd70.bc.ca/_SocialResp/resources/UNICEF%20Lessons%20-%20Elementary/Unicef-Helping_to_Make_Classroom_Revised_Jan_20081.pdf
http://globalclassroom.unicef.ca/pdf/Bringing_Childrens_Rights_Alive.pdf
http://www.dailybread.ca/PDFS/03_LearningCentre_/2009WhosHungryReport.pdf
<http://media.knet.ca/node/1655>
<http://www.oxfam.org.uk/coolplanet/kidsweb/world/india/indioxf3.htm>
<http://hubpages.com/hub/The-Best-10-Protest-Songs>

Booklist

Abela by Berlie Doherty
Bifocal by Deborah Ellis and Eric Walters
Boy Kills Man by Matt Whyman
I am a Taxi and *Sacred Leaf* by Deborah Ellis
Our Secret, Siri Aang by Cristina Kessler
Alexandria of Africa by Eric Walters
Under the Persimmon Tree by Suzanne Fisher Staples
The Garbage King by Elizabeth Laird
War Brothers by Sharon McKay
Chandra's Secrets and *Chandra's Wars* by Allen Stratton
The Heaven Shop by Deborah Ellis
Shattered by Eric Walters
Keeping Corner by Kashmiri Sheth
War Brothers: An African Tale of Loyalty and Courage by Sharon E. McKay
Home of the Brave by Katherine Applegate
My Ocean by Enrique Pérez Díaz
Lost Riders by Elizabeth Laird