Human Rights - Children Rights

Social Studies Grade 6 / 7

February 13, 2015

Class Description

Our Social Studies practicum experience is in a grade 6/7 class. The class has 30 students and consists of 13 boys and 17 girls. There are 10 grade 6 and 20 grade 7. There is one educational assistant assisting four students with high learning needs, particularly in Math. The class composition is mixed with different race and cultural diversity. Overall, the class has a great class atmosphere and environment. The students are extremely well-behaved and on task. Majority of them have strong interpersonal skills and demonstrate a warm and welcoming greet to any newcomers.

Rationale

As governance, current issues and United Nation are the next Social Studies topic for this class. We presume global issues would be a relevant topic to initiate awareness of real-life calamity and inequality in the world. Through the project plan, students are expected to develop an awareness to human rights issues and the consequences of each deprivation, censorship inequality and to understand and develop empathy and responsibilities for others. The unit primarily focuses on children's rights to allow the students to be able to critically evaluate and compare the issues with Canada and their personal surroundings.

Overview

	Lesson 1	Lesson 2	Lesson 3	Lesson 4
Big Questions: "I wonder…"	I wonder what kind of global issues are there right now? I wonder what is the difference between wants and needs? I wonder what are the universal children's rights?	How can I make change? What can I do to make a difference? How can I be a global ambassador of the world?	I wonder whether we should be responsible for global issues? As an adult and as a child. I wonder how we can make a difference at such a young age?	
PLOs	A1 apply critical thinking skills – including comparing, classifying, inferring, imagining, verifying, identifying relationships, summarizing, and drawing conclusions – to a range of problems and issues C4 compare individual and collective rights and responsibilities in Canada with those in other countries		A1 apply critical thinking skills – including comparing, classifying, inferring, imagining, verifying, identifying relationships, summarizing, and drawing conclusions – to a range of problems and issues A4 deliver a formal presentation A5 implement a plan of action to address a selected local or global problem or issue	

Objectives (SWBAT)	• identify significant global issues. • acknowledge and understand the various current child rights issue around the world. • critically elaborate the reasons to the rights of children.	• recall various global children rights. • define censorship. • transfer their thought to a written form to express their opinion.	• identify 1 global organization (e.g. United Nation) that is globally responsible for Human Rights. • identify 3 reasons to why someone should be responsible of Human Rights issues.	• finish the stop motion animation. • identify 3 reasons to why someone should be responsible of Human Rights issues and why.
Strategies	• Mini Games • Class discussion • Group work	• Drama • Group brainstorm • individual writing work	• Class demonstration • Class examples • Group work • Technology	

Activities	• Walk Around: Within 2 - 3 minutes, a piece of paper is rotated around the group and each student will have to write down an important global issue.
	• Picture of whaaat?: Showing various pictures of different children around the world which their rights have been deprived from them. The students will have to guess which right is being violated and where is it happening at. E.g. Child labor - China
		• As a revision, students will play charades. Acting out various children rights issues.
		• Brainstorm facts of children rights problem from China, North Korea, Afghanistan and Canada.
		• Complete a graphic organizer of a letter to persuade the leader to provide more social benefits to the children.
		• Adaptation: write / type a nice version.
			• Discuss whether students need to be "responsible" about human right issues. What organizations assist with human rights issues.
			• Stop Motion Animation
			  • Show an sample of the required finished product.
			  • Demonstrate how to use the Stop Motion Studio.
			  • Each group would work together as ambassadors of a global human rights organization to make a stop motion animation to promote human rights.
			  • The students can use colour papers or lego to make the characters and props.
			
			Additional to Lesson 4:
			At the end, an overall debriefing session of the children right's topic and watch the finished product.	

Activities	• Needs or Rights? - In groups, students will prioritize the given items to basic rights, needs and wants. Each group would be required to provide a valid reason to support their decision. E.g. Canada - Rights: opportunities to share opinions. As the Canada is a democratic country, all children should be able to share freely.		
Materials & Resources	• Rights, Needs and Wants Cards • Laptop / iPad • A4 papers • Markers • Magnets	• organizer • pencil/pen • pictures / lap top • board / chart paper • Big markers / Sharpies • computers	• 2 iPads (stop motion studio app) • colour paper • scissors • paper & pencil • lego
Assessment	Formative Assessment: • Can the student name a global issue? How many? • Can the student provide an accurate and critically detailed answer to why children should have certain rights?	Formative Assessment: • Can the students provide critical argument to what rights children should have? • Did the students elaborate the argument and provided evidences? • Did the student complete the draft?	Formative Assessment: • Fulfilled the three criteria of the animation. • Provide number of reasons why one should be responsible of children rights. • demonstrated collaboration and team work. • Able to complete the animation.

Lesson 1:

Subject: **Grade:** **Time:**	Social Studies 6/7 1 Block	**Lesson Topic:**	Human Rights -
Goals for the lesson			
PLOs:	A1 apply critical thinking skills – including comparing, classifying, inferring, imagining, verifying, identifying relationships, summarizing, and drawing conclusions – to a range of problems and issues C4 compare individual and collective rights and responsibilities in Canada with those in other countries		
Objectives: **SWBAT…**	1) identify significant global issues. 2) acknowledge and understand the various current child rights issue around the world. 3) critically elaborate the reasons to the rights of children.		
Materials:	1) A4 papers 2) Marker 3) Pictures & Laptop / iPad		
Introduction:	Mini Activity - **Walk Around** **Question: What is the most important issue the world is facing today?** Within 2 - 3 minutes, a piece of paper is rotated around the group and each student will have to write down an important global issue.		
Procedure:	• Base on the answer to Walk Around, introduce the topic 'Human Rights'. Provide brief background information of current child rights in Canada and around the world. • **Picture of whaaat?:** Showing various pictures of different children around the world which their rights have been deprived from them. The students will have to guess which right is being violated and where is it happening at. E.g. Child labor - China • Needs or Rights? - Students will form groups of 3. A different geographical location is given each round and each group will have to prioritize the rights which would be most significant and essential for children from that particular country. Each group would be given 30 seconds to provide a valid critical reasons to their selection. E.g. Canada - Rights: opportunities to share opinions. As the Canada is a democratic country, all children should be able to share freely.		
Closure:	Review the Needs or Rights pictures.		

Assessment:	• Can the student name a global issue? How many? • Can the student provide an accurate and critically detailed answer to why children should have certain rights? • Whether the students can provide critical explanation to what rights children should have, and differentiate items which are purely needs.		
Extensions:	• decrease the amount of Rights cards.	**Adaptations / Modifications:**	

Lesson 2:

Subject: **Grade:** **Time:**	Social Studies 6/7 1 Block	**Lesson Topic:**	Human Rights - Children's Rights and Censorships
Goals for the lesson			
PLOs:	A1 apply critical thinking skills – including comparing, classifying, inferring, imagining, verifying, identifying relationships, summarizing, and drawing conclusions – to a range of problems and issues C4 compare individual and collective rights and responsibilities in Canada with those in other countries		
Objectives: **SWBAT…**	1) recall various global children rights. 2) define censorship 3) transfer their thought to a written form to express their opinion.		
Materials:	1) line paper 2) pencil/pen 3) pictures / lap top 4) board / chart paper 5) Big markers / Sharpies		
Introduction:	Review and reshow students the pictures of various deprivation of children rights from around the world. Students will try to rename them and where it is happening at.		

Procedure:	• Main activity: Writing a letter to the president
	  • Class brainstorm of the characteristics of each country and what are the children mainly deprived from. Actual facts and percentage.
	  • Letter writing - demonstrate how to write a persuasive letter
	  • Show an example
	  • Students will draw from a hat which country's leader they would write to: (e.g. Afghanistan -> Ashraf Ghani, China -> Xi Jinping, India -> Pranab Mukherjee and Canada -> Steven Harper [Prime Minister])
	  • Fill in the draft		

Closure:	Students may share an idea from their letter.		
Assessment:	• Whether the students can provide critical argument to what rights children should have. • Completing the draft.		
Extensions:	write / type a nice version	**Adaptations / Modifications:**	

Lesson 3:

Subject: **Grade:** **Time:**	Social Studies 6/7 1 Block	**Lesson Topic:**	Human Rights - Responsibilities 1
Goals for the lesson			
PLOs:	A1 apply critical thinking skills – including comparing, classifying, inferring, imagining, verifying, identifying relationships, summarizing, and drawing conclusions – to a range of problems and issues A4 deliver a formal presentation A5 implement a plan of action to address a selected local or global problem or issue		
Objectives: **SWBAT…**	1) identify 1 global organization (e.g. United Nation) that is globally responsible for Human Rights. 2) identify 3 reasons to why someone should be responsible of Human Rights.		

Materials:	1) 2 iPads (stop motion studio app) 2) colour paper 3) scissors 4) paper & pencil 5) lego
Introduction:	Example animation of the activity,

Procedure:	• Discuss whether students need to be "responsible" about human right issues.
	• Main activity: Stop Motion Animation
	  • Demonstrate how to use the Stop Motion Studio.
	  • Spilt into 2-3 big groups.
	  • Each group would work together as ambassadors of a global human rights organization to make a stop motion animation to promote human rights.
	  • **The students can use colour papers or lego to make the characters and props.**
	Animation Criteria:
	1. Must incorporate one of the superhero character they created from Lesson 1.
	2. Animation must be at least 30secs
	3. Must provide 3 persuasive reasons to why we should support United Nation and world peace

Closure:	Review the stop motion animation that the students have already created. Review what needs to be completed next class and remind the class to keep all the props in a safe place.
Assessment:	• The number of reasons why one should be responsible. • team work. • Have they finished the prop making.

Lesson 4:

Subject: **Grade:** **Time:**	Social Studies 6/7 1 Block	**Lesson Topic:**	Human Rights - Responsibilities 2
Goals for the lesson			
PLOs:	A1 apply critical thinking skills – including comparing, classifying, inferring, imagining, verifying, identifying relationships, summarizing, and drawing conclusions – to a range of problems and issues A4 deliver a formal presentation A5 implement a plan of action to address a selected local or global problem or issue		
Objectives: **SWBAT…**	1) Finish the stop motion animation 2) identify 3 reasons to why someone should be responsible of Human Rights.		
Materials:	1) 2 iPads (stop motion app) 2) color paper 3) scissors 4) paper & pencil		
Introduction:	View the animation that has been filmed so far.		

Procedure:	• Main activity: Finishing up the Stop Motion Animation
	  • View the animations that have been completed so far
	  • Provide feedbacks on how to improve the videos
	  • Work time.
	  • Leave 10 minutes at the end to view the finish product and review 'human rights' and why everyone should be 'responsible'. Particularly the United Nation.
	Animation Criteria:
	1. Must incorporate one of the superhero character they created from lesson 1.
	2. Animation must be around 30secs (around 50 picture frames).
	3. Provide 3 reasons on how to stop a particular human right issue.		

Closure:	congratulate the ambassadors and share the animation (even if unfinished).		
Assessment:	• The number of reasons why one should be responsible. • collaboration and team work. • Have they finished the animation.		
Extensions:	Add voice-over / music	**Adaptations / Modifications:**	

Resource(s) Critique:

i. **Children's Rights Activity Guide:** http://www.phac-aspc.gc.ca/ncd-jne/guide-acti-eng.php

This website is provided by the Public Health Agency of Canada, hence the validity and reliability of information source is high. The purpose of this site is to educate students about equality, human dignity and justice, as well as celebrating the importance of National Child Day on November 20th. There are thirteen activities ranging from games to formal debates for students aged 4 to 14+.Hence when adopting the activity ideas, it is essential to modify the content and complexity according to your students' learning abilities. It would have also been beneficial to provide templates or examples of visual art activities. Overall, a great and appropriate resource for this topic with many great children's website suggestions for research-based projects.

ii. **Unicef Canada: Helping to Make Your Classroom a Global Schoolhouse:** http://www.unicef.ca/sites/default/files/imce_uploads/UTILITY%20NAV/TEACHERS/DOCS/GC/helpmake.pdf

This is a PDF resource provided by Unicef Canada. It provides updated information of the children rights information in Canada with many suggested activities and contacts. Templates and materials are available for printing, allowing an easier preparation time. However, certain visual templates were outdated (e.g. picture of a walkman) which requires extra time to explain what it was. Yet the outdated pictures created teachable moments and the students asked more questions and made connections with changes of the needs and wants through different time periods.