

Global Classroom Initiative

**“Connecting Classrooms and
Communities for Global Awareness”**

Grade 6 Social Studies

**“Rights & Responsibilities:
My Interactions with Others at
Home and Around the World”**

February 2007

Grade 6 Social Studies: Global Education Unit
“Rights & Responsibilities
- My Interactions with Others at Home and Around the World”

This unit is designed to address the outcomes in the “World Issues” unit from the World Cultures segment of the P.E.I. grade 6 Social Studies curriculum. Links to other curricular areas, such as Language Arts and Mathematics, are identified as they occur throughout the unit.

Students will be expected to:

6.5.1 Demonstrate an understanding of the effects of the uneven distribution of wealth around the world

- identify, locate and map the distribution of wealth around the world
- identify the effects of the uneven distribution of wealth on the quality of life
- define poverty and give examples of its effects

6.5.2 Identify and describe examples of human rights around the world

- give examples of rights included in the United Nations Universal Declaration of Human Rights
- identify human rights issues related to the rights of children
- describe some other examples of current abuses of human rights

6.5.3 Take age-appropriate action to demonstrate their responsibilities as global citizens

- explain the rights and responsibilities of being a global citizen
- support a position on a local/national/international human rights issue after considering various perspectives
- plan and take age appropriate actions to address local/national/international human rights problems or issues

General Description of Grade 6 unit:

The unit will introduce students to global development issues such as the impact of uneven distribution of wealth in the world, human rights, and Canadians’ roles and responsibilities as global citizens.

In most cases, examples and illustrations used are drawn from Prince Edward Island and Kenya.

The book, “A life like mine - How children live around the world,” a UNICEF publication, is included with this unit. This book can be used throughout the unit to enhance discussion of children’s rights, poverty, distribution of wealth, and how children around the world live. It will give teachers additional countries other than Kenya from which to draw examples.

- Lesson 1 - Introduce the theme of “human rights,” and that all humans, though unique, have similar rights
- Lesson 2 - *The Universal Declaration of Human Rights*
How are “rights” visible around us?
- Lesson 3 - Developing a Classroom Charter of Rights
- Lesson 4 - Linking rights with responsibilities
- Lesson 5 - Distribution of wealth around the world
- Lesson 6 - The effects of uneven distribution of wealth
- Lesson 7 - The effects of poverty
- Lesson 8 - Issues/abuses of rights
- Lesson 9 - Taking action as global citizens
- Lesson 10 - Examples of how Islanders and other Canadians are taking action

NOTE 1: The “East African artifact trunk” consisting of objects gathered by the Global Classroom teacher team in Kenya may be of interest to students as they study the sections on Africa in the World Cultures curriculum. The Department of Education Social Studies Consultant will have information about how to access these items.

NOTE 2: Where possible cross-curricular connections are noted at the end of lessons, either by topic or outcome.

All lessons relate to Grade 6 Language Arts Curriculum Outcomes 1.1, 1.2, 1.3, and 1.4 (speaking and listening) and GCO 2.1 (communicating).

Caution to teachers regarding web site URLs:

At the time of publication, the web sites contained within this module were functioning and appropriate in content. However with time, there is always a possibility that the URLs have moved, become non-functional, or corrupted. Teachers are advised to check out each URL before distributing to students to ensure that the integrity of the site is intact.

Lesson 1

Uniquely Me As I Have a Right to Be

~ Understanding uniqueness, rights, and responsibilities ~

Specific Curriculum Outcome(s) being addressed:

6.5.2 Identify and describe examples of human rights around the world.

- give examples of rights in the United Nations Universal Declaration of Human Rights
- identify human rights issues related to the rights of children
- describe some other examples of current abuses of human rights

Anticipated time: 2 classes

Materials:

- Working definitions of 'Rights' and 'Responsibility.'
 - Rights - That which is just, morally good, legal, proper, or fitting
(Source: www.dictionary.com)
 - Responsibility - Something for which one is responsible; a duty, obligation, or burden (source www.dictionary.com)
- Slide show, "What do all humans need?"
- Overhead projector and prepared silhouettes of children and adults (Kenya, Uganda, or Ecuador)

Teacher background:

A summary regarding Canadian laws to protect human rights from the Public Legal Education Association of Saskatchewan Inc. web-site at <http://www.plea.org/freepubs/hr/lawsprotecthr.htm> (Relevant sections are included in this lesson for teacher background)

For possible extension: "Know Your Rights in Prince Edward Island" publication is enclosed with permission and can be downloaded from http://www.gov.pe.ca/photos/original/knowyourright_e.pdf

In Class Activities/ Teaching Strategies:

1. Have students view the slide show, "What do all humans need?". The seven slides show photos of children in various situations in Kenya and in P.E.I.. Students, individually or in groups, should look for ideas from these photos to complete the question on the activity sheet, "What do **all** humans need?"

The slides are not intended to give students a complete idea of all needs, but simply begin to identify some needs that we all have in our daily lives.

2. Silhouettes: Have student volunteers come and stand in front of the light from the projector to project their silhouette onto a screen in front of the classroom. Intermittently put one silhouette on the overhead, included in this lesson, portraying children or adults in Kenya or Ecuador – reinforcing that we are all the ‘same’ through our silhouettes and underneath....that is, we are all human.

Silhouette #1 - A teacher from Uganda

#2 - Profiles of two school children in Kenya

#3 - An exchange student from Ecuador who spent a year in P.E.I.

#4 - A female secondary student, originally from Sudan, whose family has lived in a refugee camp for 10 years in northern Uganda

#5 - A Maasai cattle herder in Kenya

3. After everyone participates (those who want to), lead a discussion using the question:
“What can we tell about a person by only seeing a silhouette?” “What is missing?”

Lead a discussion about how everyone is unique yet the silhouettes only show the ways in which we are similar. How are the silhouettes similar? Can you distinguish between girl and boy? What about the prepared ones displayed? Are they different from our silhouettes in any way?

Alternate approach: Put a t-chart on the board with two columns, Unique (or Different) and Similar. Have students make suggestions for the chart after completing the silhouette activity.

This silhouette activity is an extension to one found in “Children’s Rights Curriculum Resource, Grade 6”, University College of Cape Breton Children’s Rights Centre, Revised August 2003. This curriculum can be downloaded from <http://discovery.uccb.ns.ca/children/>.

4. Lead them to a conclusion that no matter what ‘outline’ we have, we are all unique yet we are all similar. We are all people/all human. We are all entitled to the same human rights and with these come responsibilities. (The theme of responsibilities will be explored in depth in later lessons.)

5. What are **rights**? Ask students to do a *think/pair/share* to come up with a **definition** of “rights.” Give students 30 seconds to think on their own, and a minute to discuss in pairs before calling on them to share their definition.

What are rights?

How many of you know what it means ‘to have rights’?

How would you define ‘rights’?

Do you think all children in the world are entitled to the same rights? What are they?

How are they same/different around the world?

6. Share the needs that students identified for each slide, creating a master list on overhead or the board. From our needs, we can generate a list of what rights all humans should commonly have. Using a few on the list as examples, identify what right might come from the need they identified. At this point you may need to review/discuss what the difference is between “needs “ and “wants.” Rights come from needs, not from wants.

7. Now complete the second column of the activity sheet, “What rights should all humans have based on this need?”.

Alternate approach: Have each group discuss the various things we need to survive and have a safe and healthy life. Use these ideas to generate the rights list, deciding whether each of these is a right that everyone should be entitled to have.

8. Using the conclusions from each group, lead a classroom discussion in identifying what rights every person, both children and adults, should have. Make a combined list on the board or chart paper.

Rights every child/person in the world should have

9. Questions for whole class discussion

Lead the group to recognize that rights are protected in many ways around the world and that there are international laws that protect human rights, i.e., the Universal Declaration of Human Rights that defines the rights to which all humans are entitled. (preparation for the next lesson)

- Do you think Canada’s children have their rights protected? What about around the world?
- Do adults in Canada have their rights protected?
- How are the rights of Canadians protected?
- Are our rights protected in P.E.I.?

(Teacher background information on these questions is provided for teachers)

Assessment :

Have each child draw what they think a "right" might look like around the world.

Oral discussion

Observation of group work

Completion of activity sheet

Possible Extension:

Use the document, “Know Your Rights in Prince Edward Island,” as a springboard for creating their own rights handbook by groups.

Curriculum connections:

Grade 6 Language Arts Curriculum:

GCO’s 1.1, 1.2, 1.3, and 1.4 - speaking and listening

GCO 2.1 - communicating

Refer to grade 5 LA : Rights theme

Name: _____

**“What do all humans need/what are their rights?”
Lesson 1 Activity Sheet**

What I see in this slide	From this photo, I think that all humans need.....	Based on this need, describe what right all people in the world should have
1		
2		
3		
4		
5		
6		
7		

TEACHER BACKGROUND INFORMATION

What Laws Protect Human Rights?

Excerpts from a document on-line at <http://www.plea.org/freepubs/hr/lawsprotecthr.htm>

International Laws

In 1948, the United Nations adopted The Universal Declaration of Human Rights. This is still the most quoted international document setting forth the basic human rights of all people.

The *Declaration* sets out the following basic human rights:

Adequate standard of living

The *Declaration* says that all people have the right to a standard of living adequate for the health and well-being of themselves and of their families, including food, clothing, housing and medical care. It also sets out the right to work and to free choice of employment. The *Declaration* prohibits slavery. It also sets out a right to free education at least in the elementary stages. Everyone has the right to own property.

Legal rights

Legal rights protect you in the criminal law process. The most fundamental legal right is the right to life, liberty, and security of the person. This is a protection against arbitrary execution or imprisonment. The *Declaration* also prohibits torture and cruel and inhuman punishment. It says that no one may be arbitrarily arrested, detained or exiled. Everyone is entitled to a full, fair and public hearing by an impartial tribunal. Everyone is presumed innocent until proven guilty in a public trial. No one can be guilty of a crime unless it was a crime when the person did it.

Fundamental freedoms

These are the rights we associate with democracy. Some examples are freedom of conscience and religion, freedom of thought, opinion and expression, and freedom of peaceful assembly and association. Freedom of expression includes freedom of the press and other media. Freedom of peaceful assembly means freedom to meet together as a group for any peaceful purpose. Freedom of association is similar, except that the contact between people does not have to be in person.

Democratic rights

The *Declaration* says that everyone has the right to take part in the government of the country. In Canada, this has been recognized as the right to vote and to hold office as an elected representative.

Right to equal treatment

Article 1 of the *Declaration* states “All human beings are born free and equal in dignity and rights.” The *Declaration* also guarantees that all are equal before the law and should have equal benefit and protection of the law without discrimination.

Despite its almost worldwide acknowledgment, the *Declaration* cannot be enforced very effectively. This is because the United Nations cannot overrule the domestic laws of any country. This means that the United Nations cannot successfully say (even to a country that has agreed to the *Declaration*): “You must obey this and make it a part of the law of your land.” The United Nations does report on a yearly basis as to which countries are violating certain international agreements. This allows countries to put pressure on other countries to stop violating laws.

There are stronger international agreements that followed the Declaration. The United Nations does not have any way to enforce these agreements other than making violations public. However, they are more specific in the way they make demands on the nations that have signed them. Some of these are:

- The International Covenant on Civil and Political Rights
- The International Covenant on Economic, Social and Cultural Rights
- The International Convention on the Elimination of All Forms of Racial Discrimination
- The International Convention on the Elimination of all Forms of Discrimination against Women
- The Convention on the Rights of the Child

In these titles, the words “Convention” and “Covenant” mean treaty. These agreements protect the human rights stated in the Declaration, but in more detail.

Canada has signed most of the international agreements on human rights created by the United Nations.

Canadian Laws

The *Canadian Charter of Rights and Freedoms* became law in Canada in 1982. It is part of the Canadian constitution, the highest law of the land. Any legislation or action by any government in Canada must respect the rights protected by the Charter. These rights parallel the rights protected by the Universal Declaration of Human Rights.

These rights include legal rights, fundamental freedoms, democratic rights, and the right to equal treatment. There is no right to an adequate standard of living included in the *Charter*.

Provincial Laws

Every province and territory in Canada has passed laws that protect people from discrimination by one another. The federal government also has a Human Rights Act. It deals with discrimination by the federal government and Crown corporations as employers or service providers. It also deals with people working in fields that fall under federal jurisdiction, such as banks or railways, as well as people living on federal lands, such as reserves or military bases.

Can Rights Be Limited?

Human rights and freedoms, as presented above, are fundamental. Limits on these rights and freedoms must be justified. Generally, they are only limited when a right of equal importance may otherwise be harmed.

What Rights Should be Protected?

Over the years, the human rights protected by law have changed. As you can see from the history of human rights, the perspectives of people and lawmakers change over time. At one time, for example, women and First Nations Canadians were not recognized as “persons” in law and could not vote or hold property. Now this has changed.

As the law changes, many people in society, in legislatures and in courtrooms will have heated debates over the changes. This is not new or unusual. Before women in Canada were granted full voting rights in the years between 1916 and 1925 (1940, in Quebec), there were many protests and debates as the changes finally were implemented.

Conclusion

We all have a part to play in deciding what human rights should be protected. We are part of public opinion and have a voice. We also have a part to play in respecting the human rights of others. If we do not respect the rights of others, we cannot expect that others will respect our rights.

Human rights are about more than just laws and legislation. They are about understanding and tolerating the needs of others. They are about seeking peaceful ways to resolve the conflicts that inevitably arise when people try to live together, each with their own cultural ways and perspectives on the world.

It is important not only that we respect the human rights of others, but that we take positive steps for the protection of other’s human rights. As Pastor Martin Neimoller said after World War II:

In Germany, the Nazis came for the Communists and I didn’t speak up because I wasn’t a Communist,

then they came for the Jews and I didn’t speak up because I wasn’t a Jew,

then they came for the trade unionists and I didn’t speak up because I wasn’t a trade unionist,

then they came for the Catholics and I didn’t speak up because I was a Protestant,

then they came for me, and by that time there was no one left to speak for me.

© [Public Legal Education Association of Saskatchewan Inc.](#)

TEACHER BACKGROUND INFORMATION

Human Rights Act - Prince Edward Island

Source: http://www.pch.gc.ca/ddp-hrd/docs/cerd/pe13-14_e.cfm

In Prince Edward Island, ministers are appointed to various departments from the elected members of the Legislature. The Minister of Community Affairs and Attorney General is responsible for the *Human Rights Act*. Under this Act, the Human Rights Commission is established and its mandate is to protect human rights in the province. Amendments to the Act were introduced in 1997. The amendments provided a clear definition of who may file a complaint with the Commission. (many other details on web-site)

See also booklet : “Know Your Rights in Prince Edward Island”, available on-line at:

http://www.gov.pe.ca/photos/original/knowyourright_e.pdf

Lesson #2 : What Rights Should All People Have?

Specific Curriculum Outcome(s) being addressed:

6.5.2 Identify and describe examples of human rights around the world.

- **give examples of rights in the United Nations Universal Declaration of Human Rights**
- identify human rights issues related to the rights of children
- describe some other examples of current abuses of human rights

Anticipated time: 2 classes

Materials:

- Human Rights cards (black-line master)
- Activity sheet, “Learning About the UN Declaration of Human Rights”
- Paper/Markers
- Large photographs to promote discussion of rights/lack of rights

Teacher background:

The UN Declaration of Human Rights Articles
Background to the Declaration
Information on John Peters Humphrey

In Class Activities and Teaching Strategies:

1. Introduction to **The United Nations Universal Declaration of Human Rights** - Pick up the ideas from last class regarding international protection for rights that all humans have, under The Universal Declaration of Human Rights.

Exploratory questions:

How do you think this came into being?

Who was involved?

When did it become an international guideline for countries to follow?

Why did the world leaders believe that such a declaration was necessary?

Present a brief overview of the UN Declaration of Human Rights, including the role of John Peters Humphrey.

2. To promote discussion and reflection about rights, show pictures of children or adults in Kenya - some showing examples of rights in place and some lacking certain rights. Have children determine what right or lack of rights may be illustrated in this picture. These pictures may be posted as a gallery around the classroom, and groups of students circulate to discuss what rights may be illustrated.

NOTES: 1) Point out that we must not use our standard/style of living as the only measure by

which we determine whether a right is absent or not. 2) Make sure students realize that, although our photos are from Kenya, examples that illustrate rights could be taken from any part of the world.

3. What does the Declaration say?

Divide the class into small groups of approximately 4. Give each group 2 - 4 cards that each give a plain language version of an article that is present in the UN Declaration of Human Rights. As some of the rights are quite general/difficult for students this age to understand, the teacher may choose to omit some of the rights cards, but acknowledge that not all are included. These ones could be presented by the teacher, if desired. If 3 or 4 rights cards are given to a group, copy the activity sheet on both sides so there will be adequate space to complete the activity.

4. Ask students to use their own knowledge, experience and language to do the following:

- Explain what they think this right means in their own words
- Think of examples that illustrate these rights in action or examples which might show an abuse of this right
- Complete activity sheet (to be handed in after the group presents)

5. After expressing the rights in their own words, have each group present their rights with the following instructions:

- Read the right as was given to them
- Then read the right as they understood and reworded it. (Example: Right #4 : “No one can be a slave” - Example of abuse: “In some countries children as young as 5 years old work in factories.”)

Assessment Strategies:

Presentation

Group work/Activity sheet assessment

Have students make a small poster to illustrate each right. Join them or group them to give the appearance of a Human Rights quilt or a Rights Wall.

Create a poster that illustrates the whole lesson.

Learning Log: What is the Declaration of Human Rights? Write in your own words.

Curriculum connections:

Language Arts - Article on Craig Kielberger in Anthology theme: “Looking for Answers”

Language Arts - Article on United Nations in Anthology theme: “Discovering Links”

Learning About the UN Declaration of Human Rights

Lesson 2 Activity Sheet

Names of Students in group: _____

Rights (paste in space)	Explain what this means in daily life for you and your family	Examples of this right being followed or not followed (one of each)

Human Rights Cards

using plain language version of the UN Declaration of Human Rights

Source: www.un.org/cyberschoolbus/humanrights/resources/plain/asp

<p><i>Right #1</i></p> <p>When children are born, they are free and each should be treated the same way. They have reason and conscience and should act toward one another in a friendly way.</p>	<p><i>Right #2</i></p> <p>Everyone can claim the following rights, despite a different sex, skin colour, speaking a different language, thinking different things, believing in another religion, owning more or less, being born in another social group, or coming from another country. It also makes no difference whether the country you live in is independent or not.</p>	<p><i>Right #3</i></p> <p>You have a right to live, and to live in freedom and safety.</p>
<p><i>Right #4</i></p> <p>Nobody has the right to treat you as his/her slave and you should not make anyone your slave.</p>	<p><i>Right #5</i></p> <p>Nobody has the right to torture you.</p>	<p><i>Right #6</i></p> <p>You should be legally protected in the same way everywhere, and like everyone else.</p>
<p><i>Right #7</i></p> <p>The law is the same for everyone; it should be applied in the same way to all.</p>	<p><i>Right #8</i></p> <p>You should be able to ask for legal help when the rights your country grants you are not respected.</p>	<p><i>Right #9</i></p> <p>Nobody has the right to put you in prison, to keep you there, or to send you away from your country unjustly, or without good reason.</p>

<p style="text-align: center;"><i>Right #10</i></p> <p>If you go on trial this should be done in public. The people who try you should not let themselves be influenced by others.</p>	<p style="text-align: center;"><i>Right #11</i></p> <p>You should be considered innocent until it can be proven that you are guilty. If you are accused of a crime, you should always have the right to defend yourself. Nobody has the right to condemn you and punish you for something you have not done.</p>	<p style="text-align: center;"><i>Right #12</i></p> <p>You have the right to ask to be protected if someone tries to harm your good name, enter your house, open your letters, or bother you or your family without a good reason.</p>
<p style="text-align: center;"><i>Right #13</i></p> <p>You have the right to come and go as you wish within your country. You have the right to leave your country to go to another one; and you should be able to return to your country if you want.</p>	<p style="text-align: center;"><i>Right #14</i></p> <p>If someone hurts you, you have the right to go to another country and ask it to protect you. You lose this right if you have killed someone and if you, yourself, do not respect what is written here.</p>	<p style="text-align: center;"><i>Right #15</i></p> <p>You have the right to belong to a country and nobody can prevent you, without a good reason, from belonging to a country if you wish.</p>

<p style="text-align: center;"><i>Right #16</i></p> <p>As soon as a person is legally entitled, he or she has the right to marry and have a family. In doing this, neither the colour of your skin, the country you come from nor your region should be impediments. Men and women have the same rights when they are married and also when they are separated. Nobody should force a person to marry. The government of your country should protect your family and its members.</p>	<p style="text-align: center;"><i>Right #17</i></p> <p>You have the right to own things and nobody has the right to take these from you without a good reason.</p>	<p style="text-align: center;"><i>Right #18</i></p> <p>You have the right to profess your religion freely, to change it, and to practice it either on your own or with other people.</p>
<p style="text-align: center;"><i>Right #19</i></p> <p>You have the right to think what you want, to say what you like, and nobody should forbid you from doing so. You should be able to share your ideas also - with people from any other country.</p>	<p style="text-align: center;"><i>Right #20</i></p> <p>You have the right to organize peaceful meetings or to take part in meetings in a peaceful way. It is wrong to force someone to belong to a group.</p>	<p style="text-align: center;"><i>Right #21</i></p> <p>You have the right to take part in your country's political affairs either by belonging to the government yourself or by choosing politicians who have the same ideas as you. Governments should be voted for regularly and voting should be secret. You should get a vote and all votes should be equal. You also have the same right to join the public service as anyone else.</p>

<p style="text-align: center;"><i>Right #22</i></p> <p>The society in which you live should help you to develop and to make the most of all the advantages (culture, work, social welfare) which are offered to you and to all the men and women in your country.</p>	<p style="text-align: center;"><i>Right #23</i></p> <p>You have the right to work, to be free to choose your work, to get a salary, which allows you to support your family. If a man and a woman do the same work, they should get the same pay. All people who work have the right to join together to defend their interests.</p>	<p style="text-align: center;"><i>Right #24</i></p> <p>Each work day should not be too long, since everyone has the right to rest and should be able to take regular paid holidays.</p>
<p style="text-align: center;"><i>Right #25</i></p> <p>You have the right to have whatever you need so that you and your family: do not fall ill; go hungry; have clothes and a house; and are helped if you are out of work, if you are ill, if you are old, if your wife or husband is dead, or if you do not earn a living for any other reason you cannot help. The mother who is going to have a baby, and her baby should get help. All children have the same rights, whether or not the mother is married.</p>	<p style="text-align: center;"><i>Right #26</i></p> <p>You have the right to go to school and everyone should go to school. Primary schooling should be free. You should be able to learn a profession or continue your studies as far as you wish. At school, you should be able to develop all your talents and you should be taught to get along with others, whatever their race, religion, or the country they come from. Your parents have the right to choose how and what you will be taught at school.</p>	<p style="text-align: center;"><i>Right #27</i></p> <p>You have the right to share in your community's arts and sciences, and any good they do. Your works as an artist, writer, or a scientist should be protected, and you should be able to benefit from them.</p>
<p style="text-align: center;"><i>Right #28</i></p> <p>So that your rights will be respected, there must be an 'order' which can protect them. This 'order' should be local and worldwide.</p>	<p style="text-align: center;"><i>Right #29</i></p> <p>You have duties towards the community within which your personality can only fully develop. The law should guarantee human rights. It should allow everyone to respect others and to be respected.</p>	<p style="text-align: center;"><i>Right #30</i></p> <p>In all parts of the world, no society, no human being, should take it upon her or himself to act in such a way as to destroy the rights which you have just been reading about.</p>

TEACHER BACKGROUND INFORMATION

Universal Declaration of Human Rights

(Background to Declaration)

More than fifty years ago, the United Nations General Assembly adopted the Universal Declaration of Human Rights as a bulwark against oppression and discrimination. In the wake of a devastating world war, which had witnessed some of the most barbarous crimes in human history, the Universal Declaration marked the first time that the rights and freedoms of individuals were set forth in such detail. It also represented the first international recognition that human rights and fundamental freedoms are applicable to every person, everywhere. In this sense, the Universal Declaration was a landmark achievement in world history. Today, it continues to affect people's lives and inspire human rights activism and legislation all over the world.

The Universal Declaration is remarkable in two fundamental aspects. In 1948, the then 58 Member States of the United Nations represented a range of ideologies, political systems and religious and cultural backgrounds, as well as different stages of economic development. The authors of the Declaration, themselves from different regions of the world, sought to ensure that the draft text would reflect these different cultural traditions and incorporate common values inherent in the world's principal legal systems and religious and philosophical traditions. Most importantly, the Universal Declaration was to be a common statement of mutual aspirations -- a shared vision of a more equitable and just world.

The success of their endeavour is demonstrated by the virtually universal acceptance of the Declaration. Today, the Universal Declaration, translated into nearly 250 national and local languages, is the best known and most cited human rights document in the world. The foundation of international human rights law, the Universal Declaration serves as a model for numerous international treaties and declarations and is incorporated in the constitutions and laws of many countries.

Drafting the Universal Declaration: The preparatory work for the Universal Declaration of Human Rights is a remarkable and early example of the Organization's capacity to bring about international cooperation and consensus. The text was drafted in two years – between January 1947, when the Commission on Human Rights first met to prepare an International Bill of Human Rights, and December 1948, when the General Assembly adopted the Universal Declaration. An eight-member drafting committee prepared the preliminary text of the Universal Declaration. The committee, chaired by Mrs. Eleanor Roosevelt, widow of the former United States President, agreed on the central importance of affirming universal respect for human rights and fundamental freedoms, including the principles of non-discrimination and civil and political rights, as well as social, cultural and economic rights. The Commission then revised the draft declaration, in the light of replies from Member States, before submitting it to the General Assembly. The General Assembly, in turn, scrutinized the document, with the 58 Member States voting a total of 1,400 times on practically every word and every clause of the text. There were many debates. Some Islamic States objected to the articles on equal marriage rights and on the

right to change religious belief, for example, while several Western countries criticized the inclusion of economic, social and cultural rights. On December 10, 1948, the United Nations General Assembly unanimously adopted the Universal Declaration of Human Rights, with 8 abstentions. Since then, the 10th of December is celebrated every year worldwide as Human Rights Day. The adoption of the Declaration was immediately hailed as a triumph, uniting very diverse and even conflicting political regimes, religious systems and cultural traditions. During 1998, the fiftieth anniversary of the Universal Declaration was commemorated all over the world as Human Rights Year.

For the first time in history, the international community embraced a document considered to have universal value -- "a common standard of achievement for all peoples and all nations". Its Preamble acknowledges the importance of a human rights legal framework to maintaining international peace and security, stating that recognition of the inherent dignity and equal and inalienable rights of all individuals is the foundation of freedom, justice and peace in the world. Elaborating the United Nations Charter's declared purpose of promoting social progress and well-being in larger freedom, the Declaration gives equal importance to economic, social and cultural rights and to civil rights and political liberties, and affords them the same degree of protection. The Declaration has inspired more than 60 international human rights instruments, which together constitute a comprehensive system of legally binding treaties for the promotion and protection of human rights.

The Universal Declaration covers the range of human rights in 30 clear and concise articles. The first two articles lay the universal foundation of human rights: a) human beings are equal because of their shared essence of human dignity; and b) human rights are universal, not because of any state or international organization, but because they belong to all of humanity. The two articles assure that human rights are the birthright of everyone, not privileges of a select few, nor privileges to be granted or denied. Article 1 declares that "all human beings are born equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood." Article 2 recognizes the universal dignity of a life free from discrimination. "Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status."

The first cluster of articles, 3 to 21, sets forth civil and political rights to which everyone is entitled. The right to life, liberty and personal security, recognized in Article 3, sets the base for all following political rights and civil liberties, including freedom from slavery, torture and arbitrary arrest, as well as the rights to a fair trial, free speech and free movement and privacy.

The second cluster of articles, 22 to 27, sets forth the economic, social and cultural rights to which all human beings are entitled. The cornerstone of these rights is Article 22, acknowledging that, as a member of society, everyone has the right to social security and is therefore entitled to the realization of the economic, social and cultural rights "indispensable" for his or her dignity and free and full personal development. Five articles elaborate the rights necessary for the enjoyment of the fundamental right to social security, including economic rights related to work,

fair remuneration and leisure, social rights concerning an adequate standard of living for health, well-being and education, and the right to participate in the cultural life of the community.

The third and final cluster of articles, 28 to 30, provides a larger protective framework in which all human rights are to be universally enjoyed. Article 28 recognizes the right to a social and international order that enables the realization of human rights and fundamental freedoms. Article 29 acknowledges that, along with rights, human beings also have obligations to the community which also enable them to develop their individual potential freely and fully. Article 30, finally, protects the interpretation of the articles of the Declaration from any outside interference contrary to the purposes and principles of the United Nations. It explicitly states that no state, group or person can claim, on the basis of the Declaration, to have the right to engage in any activity or to perform any act aimed at the destruction of any of the rights and freedoms set forth in the Universal Declaration.

<http://www.un.org/rights/HRToday/declar.htm>

TEACHER BACKGROUND INFORMATION

Universal Declaration of Human Rights

Plain Language Version

SOURCE: <http://www0.un.org/cyberschoolbus/humanrights/resources/plain.asp>

This version is based in part on the translation of a text, prepared in 1978, for the World Association for the School as an Instrument of Peace, by a Research Group of the University of Geneva, under the responsibility of Prof. L. Massarenti. In preparing the translation, the Group used a basic vocabulary of 2,500 words in use in the French-speaking part of Switzerland. Teachers may adopt this methodology by translating the text of the Universal Declaration in the language used in their region.

1	When children are born, they are free and each should be treated in the same way. They have reason and conscience and should act towards one another in a friendly manner.
2	Everyone can claim the following rights, despite <ul style="list-style-type: none">- a different sex- a different skin colour- speaking a different language- thinking different things- believing in another religion- owning more or less- being born in another social group- coming from another country It also makes no difference whether the country you live in is independent or not.
3	You have the right to live, and to live in freedom and safety.
4	Nobody has the right to treat you as his her slave and you should not make anyone your slave.
5	Nobody has the right to torture you.
6	You should be legally protected in the same way everywhere, and like everyone else.
7	The law is the same for everyone; it should be applied in the same way to all.
8	You should be able to ask for legal help when the rights your country grants you are not respected.
9	Nobody has the right to put you in prison, to keep you there, or to send you away from your country unjustly, or without good reason.
10	If you go on trial this should be done in public. The people who try you should not let themselves be influenced by others.

11	You should be considered innocent until it can be proved that you are guilty. If you are accused of a crime, you should always have the right to defend yourself. Nobody has the right to condemn you and punish you for something you have not done.
12	You have the right to ask to be protected if someone tries to harm your good name, enter your house, open your letters, or bother you or your family without a good reason.
13	You should be considered innocent until it can be proved that you are guilty. If you are accused of a crime, you should always have the right to defend yourself. Nobody has the right to condemn you and punish you for something you have not done.
14	If someone hurts you, you have the right to go to another country and ask it to protect you. You lose this right if you have killed someone and if you, yourself, do not respect what is written here.
15	You have the right to belong to a country and nobody can prevent you, without a good reason, from belonging to a country if you wish.
16	As soon as person is legally entitled, he or she has the right to marry and have a family. In doing this, neither the colour of your skin, the country you come from nor your region should be impediments. Men and women have the same rights when they are married and also when they are separated. Nobody should force a person to marry. The government of your country should protect your family and its members.
17	You have the right to own things and nobody has the right to take these from you without a good reason.
18	You have the right to profess your religion freely, to change it, and to practice it either on your own or with other people.
19	You have the right to think what you want, to say what you like, and nobody should forbid you from doing so. You should be able to share your ideas also—with people from any other country.
20	You have the right to organize peaceful meetings or to take part in meetings in a peaceful way. It is wrong to force someone to belong to a group.
21	You have the right to take part in your country's political affairs either by belonging to the government yourself or by choosing politicians who have the same ideas as you. Governments should be voted for regularly and voting should be secret. You should get a vote and all votes should be equal. You also have the same right to join the public service as anyone else.
22	The society in which you live should help you to develop and to make the most of all the advantages (culture, work, social welfare) which are offered to you and to all the men and women in your country.

23	You have the right to work, to be free to choose your work, to get a salary which allows you to support your family. If a man and a woman do the same work, they should get the same pay. All people who work have the right to join together to defend their interests.
24	Each work day should not be too long, since everyone has the right to rest and should be able to take regular paid holidays.
25	You have the right to have whatever you need so that you and your family: do not fall ill; go hungry; have clothes and a house; and are helped if you are out of work, if you are ill, if you are old, if your wife or husband is dead, or if you do not earn a living for any other reason you cannot help. The mother who is going is going to have a baby, and her baby should get special help. All children have the same rights, whether or not the mother is married.
26	You have the right to go to school and everyone should go to school. Primary schooling should be free. You should be able to learn a profession or continue your studies as far as you wish. At school, you should be able to develop all your talents and you should be taught to get on with others, whatever their race, religion or the country they come from. Your parents have the right to choose how and what you will be taught at school.
27	You have the right to share in your community's arts and sciences, and any good they do. Your works as an artist, writer, or a scientist should be protected, and you should be able to benefit from them.
28	So that your rights will be respected, there must be an 'order' which can protect them. This 'order' should be local and worldwide.
29	You have duties towards the community within which your personality can only fully develop. The law should guarantee human rights. It should allow everyone to respect others and to be respected.
30	In all parts of the world, no society, no human being, should take it upon her or himself to act in such a way as to destroy the rights which you have just been reading about.

Lesson 3 Children's Classroom Charter Of Rights

~ Create, read, and reflect about what your rights are all year long ~

Note: This activity may be a good one to complete early in the year when classroom rules are being established.

Specific Curriculum Outcome(s) being addressed:

6.5.2 Identify and describe examples of human rights around the world.

- give examples of rights in the United Nations Universal Declaration of Human Rights
- identify human rights issues related to the rights of children
- describe some other examples of current abuses of human rights

This lesson is an extension to ideas found in "Children's Rights Curriculum Resource, Grade 6", University College of Cape Breton Children's Rights Centre, Revised August 2003. This curriculum can be downloaded from <http://discovery.uccb.ns.ca/children/>. Many "rights" activities may be found on this site.

Anticipated time: 2 or 3 classes depending upon which activities are carried out

Materials:

- Bristol board/construction paper or other material for making posters or banners
- String or hanging material (optional)
- Markers
- Plain language version of the UN Convention on the Rights of the Child
- Book: "A life like mine - How children live around the world" - UNICEF
- **Teacher background:**

Background information on the UN Convention on the Rights of the Child

In Class Activities/ Teaching Strategies:

1. If the students do not already know, explain that children have their **own** set of rights. Ask if anyone knows what it is called. (The UN Convention on the Rights of the Child). This is a legal agreement that internationally outlines the rights of children around the world.

2. What rights do you think all children should have?

Brainstorm ideas from the class.

3. Share the plain language version of the UN Convention on the Rights of a Child. There are ten main points listed in this version, however, explain that there are 54 items in the full text. (See included *Plain Language Version* as well as Teacher Information: *Background to the Convention*).

Source: http://www.unicef.org/voy/explore/rights/explore_156.html

Note: This version is based in part on the translation of a text, prepared in 1978, for the World Association for the School as an Instrument of Peace, by a Research Group of the University of Geneva, under the responsibility of Prof. L. Massarenti. In preparing the translation, the Group used a basic vocabulary of 2,500 words in use in the French-speaking part of Switzerland. Teachers may adopt this methodology by translating the text of the Universal Declaration in the language used in their region.

4. Do these apply in our classroom? Do you think we could make a Charter of Rights for our Classroom using the UN Convention as a guide?

5. Divide the class into groups of three or four. Each group is given a copy of the UN Convention (plain language version). The task of each group is to take one or two 'rights', and decide how these would look if applied within our classroom or school. That is, make a classroom 'right' that would describe the students' and the teacher's behaviour when the Rights of the Child were being followed. Use the work sheet provided.

6. Each group participates in making a classroom Charter of Rights that abides by the UN Convention. After each group has developed their ideas they should share and come up with one common Charter - facilitated by the teacher.

This may be done in different ways, a few examples are:

a) Make into a signed "contract"- the main, bigger one on display for the classroom and a small one for each of them to make and have for themselves.

b) They each pick one classroom 'right', write it out clearly, and design a poster for it. Discuss criteria for poster (for example, clear words, simple eye-catching illustrations) Hang them all along the top of the classroom wall to create a "Circle of Rights".

c) Continue as a year long effort (or a special month's activity - December could be a good choice as December 10th is International Human Rights Day), adding to your "Rights Wall" on an ongoing basis. A wall covered with written examples of Rights, quotes from the children (in the class and from Kenya), pictures from around the world and of themselves, case studies, artwork, poetry, etc. would be great reflection of and an on-going reinforcement of the desired learning. Just be sure to have designated wall space for this.

7. Introduce the book, “A life like mine - How children live around the world” - UNICEF, to the class. This book can be used throughout the remainder of the unit to enhance discussion of children’s rights, poverty, distribution of wealth, how children around the world live , etc.

Assessment Strategies:

- Charter of Rights work sheet: assess group work and product produced.
- Written work : (If you choose to compete the ‘Rights Wall’ - written, poetry, etc. can become part of the assessment and has the potential to be very cross-curricular.)
- Learning Log: a) Choose one of the rights you feel good about in your life. Explain why you feel that way. b) Think about a right that you think is not always followed in your life. Explain why you think this and what you think needs to be done to improve it.

Curriculum Connections:

Grade 5 Language Arts Anthology, “Exploring Heritage” has a simplified version of the UN Convention on the Rights of Child.

Declaration of the Rights of the Child

Plain Language Version

Source: <http://www0.un.org/cyberschoolbus/humanrights/resources/plainchild.asp>

- 1 All children have the right to what follows, no matter what their race, colour, sex, language, religion, political or other opinion, or where they were born or who they were born to.
- 2 You have the special right to grow up and to develop physically and spiritually in a healthy and normal way, free and with dignity.
- 3 You have a right to a name and to be a member of a country.
4. You have a right to special care and protection and to good food, housing and medical services.
- 5 You have the right to special care if handicapped in any way.
- 6 You have the right to love and understanding, preferably from parents and family, but from the government where these cannot help.
- 7 You have the right to go to school for free, to play, and to have an equal chance to develop yourself and to learn to be responsible and useful. Your parents have special responsibilities for your education and guidance.
- 8 You have the right always to be among the first to get help.
- 9 You have the right to be protected against cruel acts or exploitation, e.g. you shall not be obliged to do work which hinders your development both physically and mentally.
You should not work before a minimum age and never when that would hinder your health, and your moral and physical development.
- 10 You should be taught peace, understanding, tolerance and friendship among all people.

Name(s): _____

Work Sheet for Developing Classroom Charter of Rights

Right	In United Nations plain language	If we were following this right in our classroom or school, describe how we would be acting or what our classroom would be like.
#1	All children have the right to what follows, no matter what their race, colour, sex, language, religion, political or other opinion, or where they were born or who they were born to.	
#2	You have the special right to grow up and to develop physically and spiritually in a healthy and normal way, free and with dignity.	
#3	You have a right to a name and to be a member of a country.	
#4	You have a right to special care and protection and to good food, housing and medical services.	
#5	You have the right to special care if handicapped in any way.	

#6	<p>You have the right to love and understanding, preferably from parents and family, but from the government where these cannot help.</p>	
#7	<p>You have the right to go to school for free, to play, and to have an equal chance to develop yourself and to learn to be responsible and useful.</p> <p>Your parents have special responsibilities for your education and guidance.</p>	
#8	<p>You have the right always to be among the first to get help.</p>	
#9	<p>You have the right to be protected against cruel acts or exploitation, e.g. you shall not be obliged to do work which hinders your development both physically and mentally.</p> <p>You should not work before a minimum age and never when that would hinder your health, and your moral and physical development.</p>	
#10	<p>You should be taught peace, understanding, tolerance and friendship among all people.</p>	

Convention on the Rights of a Child Simplified Version

- 1 All children have the right to what follows, no matter what their race, colour, sex, language, religion, political or other opinion, or where they were born or who they were born to.
- 2 You have the special right to grow up and to develop physically and spiritually in a healthy and normal way, free and with dignity.
- 3 You have a right to a name and to be a member of a country.
- 4 You have a right to special care and protection and to good food, housing and medical services.
- 5 You have the right to special care if handicapped in any way.
- 6 You have the right to love and understanding, preferably from parents and family, but from the government where these cannot help.

7 You have the right to go to school for free, to play, and to have an equal chance to develop yourself and to learn to be responsible and useful.

Your parents have special responsibilities for your education and guidance.

8 You have the right always to be among the first to get help.

9 You have the right to be protected against cruel acts or exploitation, e.g. you shall not be obliged to do work which hinders your development both physically and mentally.

You should not work before a minimum age and never when that would hinder your health, and your moral and physical development.

10 You should be taught peace, understanding, tolerance and friendship among all people.

TEACHER BACKGROUND INFORMATION

Convention on the Rights of the Child

(Background to the Convention)

Source: http://unicef.org/crc/index_30160.html

- A legally binding instrument
- The Convention on the Rights of the Child is the first legally binding international instrument to incorporate the full range of human rights—civil, cultural, economic, political and social rights. In 1989, world leaders decided that children needed a special convention just for them because people under 18 years old often need special care and protection that adults do not. The leaders also wanted to make sure that the world recognized that children have human rights too.
- The Convention sets out these rights in 54 articles and two Optional Protocols. It spells out the basic human rights that children everywhere have: the right to survival; to develop to the fullest; to protection from harmful influences, abuse and exploitation; and to participate fully in family, cultural and social life. The four core principles of the Convention are non-discrimination; devotion to the best interests of the child; the right to life, survival and development; and respect for the views of the child. Every right spelled out in the Convention is inherent to the human dignity and harmonious development of every child. The Convention protects children's rights by setting standards in health care; education; and legal, civil and social services.
- By agreeing to undertake the obligations of the Convention (by ratifying or acceding to it), national governments have committed themselves to protecting and ensuring children's rights and they have agreed to hold themselves accountable for this commitment before the international community. States and parties to the Convention are obliged to develop and undertake all actions and policies in the light of the best interests of the child.

Lesson #4 **Linking Rights and Responsibilities**

Specific Curriculum Outcome(s) being addressed:

- 6.5.3 Take age-appropriate action to demonstrate their responsibilities as global citizens
- **explain the rights and responsibilities of being a global citizen**

Source: This lesson is drawn from “Preparing the Soil”, Section 1 of “Planting the Seeds: A Year Round Activity Guide about Citizenship”, Citizenship and Immigration Canada, published by Minister of Public Works and Government Services Canada 2003. Any part of this guide may be reproduced for educational purposes. View this entire guide electronically at <http://www.cic.gc.ca/english/citizen/celebrate.html>. A variety of teacher resources related to rights and citizenship are available at this site.

Anticipated time : two classes

Materials:

- Handout on Students Rights cut into strips for each group and placed in envelopes.
- Activity sheet, “ Which of These are Student Rights?”
- Activity sheet, “ Linking Rights and Responsibilities”
- Activity sheet, “Students have the responsibility to....”
- Optional: Markers/paper, string, etc. if making mobiles

In Class Activities/ Teaching Strategies:

1. Organize students into groups of three to four. Give each group an envelope containing statements from **Student Rights Handout**.
2. Distribute the Activity sheet, “ Which of These are Student Rights?”, which has three columns with headings “YES,” “NO” and “MAYBE.”
3. Explain that on each piece of paper in their envelopes, there is a statement concerning the possible rights of a student in your classroom.
4. Ask each group of students to place the statements in the “yes” column if they agree with the statement, the “no” column if they disagree, and the “maybe” column if they can’t decide/agree on which column the statement should fit.

5. When students have completed their charts, draw a table with “yes,” “no” and “maybe” columns on the blackboard/chart paper. Group by group ask for items that they placed in the “yes” column. Discuss any differences of opinion regarding where items should be placed. Repeat the process with the “no” items.

Alternate strategy - Students move to a YES , NO, or MAYBE location around the room and discussion would follow each statement’s results.

6. For “**maybe**” items, use the following guiding questions to analyze the complexities of these items and the reasons why students found it hard to place them in either the “yes” or “no” column.

Guiding Questions

What aspects of this item made it difficult to decide whether to place it in either the “yes” or “no” columns?

Look at each word in the statement and consider the changes you might make in the wording to make it a “yes” or a “no.”

Notice how some “maybe” items seem similar to a “yes” or “no” item. For example, the right to express our opinions sounds like the right to talk when we want to. How are the items different?

What are your concerns about placing this item in the “yes” column? If this was a right, what problems do you feel might arise?

What problems might arise if we did have the right to do this “maybe” item—for example, to talk whenever we want to? Identify other “maybe” items and ask the same question.

NOTE: Make sure to cover concepts such as infringing on the rights of others and considering the good of the many.

7. As a class, cluster like items together to come up with a list of class rights. Do a majority rules vote on any controversial items. **NOTE:** If you have done lesson 3 - you will already have completed this - if so this step can be omitted.

8. You may wish to bring the activity to a close by continuing the discussion of the roots of the concept of citizenship.

Information note: In ancient Greece, not everyone was granted citizenship and the rights that went with it. In fact, only Athenian-born adult males were granted citizenship. Citizenship rights could also be revoked under certain circumstances, such as cases where a citizen had committed a serious crime.

Debrief/review with students using the following guiding questions:

NOTE: If you have done lesson 3 - you will already have completed this - if so this step can be omitted.

Guiding Questions:

Who or what has rights? (For example, do animals or other living things have rights?)

Why do we have rights?

How do we get rights?

Does everyone in this class have these rights?

Do students in every classroom have these rights?

Note: Point out that it depends on the classroom in which you have “citizenship.” There are classrooms around the world where student rights would be very different.

9. Do we have these rights no matter what we do? Select one of the student rights from the previous activity. Ask students to think about what other people need to do to protect that right for them. Discuss the connections between rights and responsibilities.

10. Model for your students the way to link a right with its accompanying responsibilities. Draw a circle on the blackboard. Inside the circle, write the word “right.” and copy one of the rights from your class list under this inside the circle. Draw three to four circles around this centre circle. (See Activity Sheet, “Linking Rights and Responsibilities”) In each one, write the word “responsibility” and ask students to consider the responsibilities that are linked to the right.

11. Assign each group/student a right from step 2. Distribute the Activity sheet, “Linking Rights and Responsibilities”. Ask each group/student to create a right/responsibilities chart like the one you have modeled. Share the charts with the class or display.

12. Use the following guiding questions as the groups present their charts.

Guiding Questions:

Are there any responsibilities that occur more than once on the charts you’ve made? Why might this be?

Who is responsible for maintaining and protecting these rights or fulfilling these responsibilities?

What happens if you don’t fulfil your responsibilities?

Assessment:

Assign each student the task of completing a chart of rights and connecting responsibilities as described in the example (#10 above).

Learning Log: Explain what “With rights come responsibilities” means and give an example.

Have each student or group complete the activity - “Students have the responsibility to...”. (See sample arrows which may be used for this assessment strategy)

Possible extension: Rights and Responsibilities Mobiles

Ask students to use their rights and responsibilities charts to create a mobile of construction paper shapes onto which the right and its accompanying responsibilities will be copied. Encourage the use of representative visuals (pictures, icons or symbols) and the innovative use of shapes in the pieces of the mobile that reflect the concepts explored.

Students will copy the right from their chart onto both sides of the main or top mobile piece.

To make the pieces that will be suspended from this main piece, students will create enough paper shapes to include each of the responsibilities they wrote on their group chart. They will write the words “our responsibility” on one side of each shape. On the other side, they will write one of the responsibilities from their chart.

Suspend the mobile pieces using string or yarn. To create the structure, coat hangers, drinking straws or doweling may be used.

Remind students to suspend pieces far enough apart to allow movement by air currents.

Note: These mobiles can be used as references for upcoming lessons.

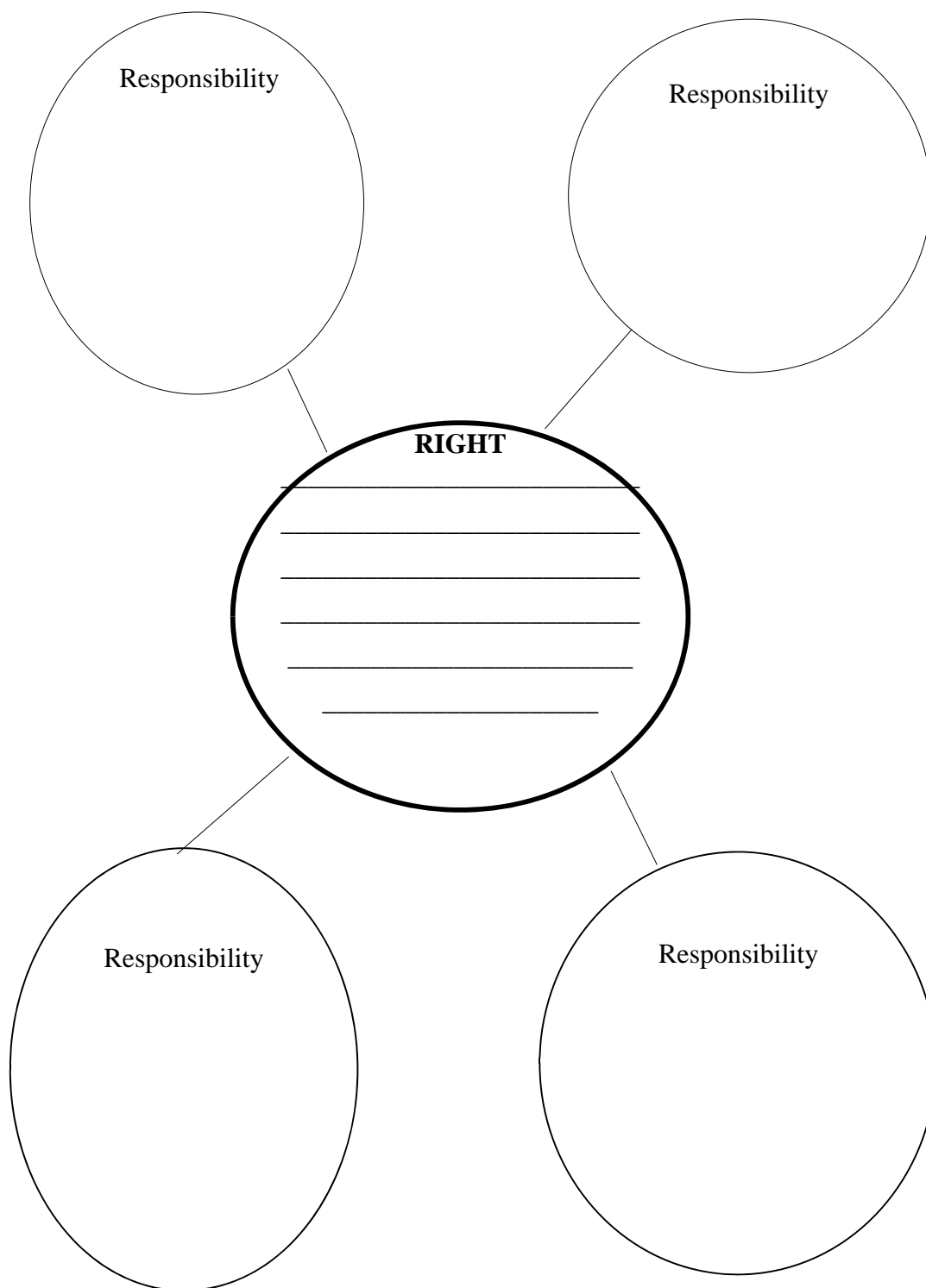
Name(s): _____

Which of These are Student Rights?

YES	MAYBE	NO

Name : _____

Linking Rights and Responsibilities



RESPONSIBILITY

Students have the responsibility to....

RESPONSIBILITY

Students have the responsibility to....

Activity - Student Rights?

★ I have the right to my own space where I can keep my things.	★ I have the right to express my opinions and ideas.	★ I have the right to push or hit someone who is bothering me.
★ I have the right to be myself.	★ I have the right to use classroom materials and books.	★ I have the right to participate in activities so I can learn.
★ I have the right to a quiet classroom so I can think and work.	★ I have the right to not talk to people I don't want to talk to.	★ I have the right to be treated equally by others.
★ I have the right to talk whenever I want to.	★ I have the right to go to school only when I want to.	★ I have the right to wear whatever I want to wear to school.
★ I have the right to borrow things without asking.	★ I have the right to say whatever I want about other people.	★ I have the right to be treated fairly.
★ I have the right to do whatever I want to do.	★ I have the right to throw garbage on the floor if I want to.	★ I have the right to ignore people if I don't want to listen to them.
★ I have the right to feel safe, comfortable and included in the class.	★ I have the right to be anywhere on school property at any time.	★ I have the right to be included in all classroom activities.
★ I have the right to a clean classroom and washroom facilities.	★ I have the right to be listened to when I talk.	★ I have the right to be free from bullying and violence.

Source: This activity is drawn from “Preparing the Soil”, Section 1 of “Planting the Seeds: A Year Round Activity Guide about Citizenship”, Citizenship and Immigration Canada, published by Minister of Public Works and Government Services Canada 2003. Any part of this guide may be reproduced for educational purposes. View this entire guide electronically at <http://www.cic.gc.ca/english/citizen/celebrate.html>.

Lessons # 5, 6 and 7 World population and distribution of wealth

Specific Curriculum Outcome(s) being addressed:

- 6.5.1 Demonstrate an understanding of the effects of the uneven distribution of wealth around the world
- identify, locate, and map the distribution of wealth around the world
 - identify the effects of the uneven distribution of wealth on the quality of life
 - define poverty and give examples of its effects

IMPORTANT NOTE: One of the suggested activities in these lessons is a simulation. Teachers should be aware that simulation activities are designed to produce an emotional response in the participants. Teachers should feel comfortable helping their students to deal with and put any emotions they experience into the proper perspective. This can be done during a debriefing activity and by having students write about how and what they felt and why they think they felt this way.

When discussing issues of poverty with students, teachers will want to keep in mind that there are different degrees of poverty and that some poverty exists in all countries. Teachers may want to expand this topic to look in more depth at poverty issues in Canada, as well.

Possible extensions to this theme of poverty:

At the following site:

http://www.canadiangeographic.ca/worldmap/cida/lessons/pdf/CG-CIDA_NB_6-8_Factbook.pdf
is a lesson on impact of poverty using the ‘Developing World’ map.

Also at:

http://www.canadiangeographic.ca/worldmap/cida/lessons/pdf/CG-CIDA_BC_6-8_Africa.pdf
an excellent lesson, “Canada and Africa: A Contrast”

Lesson #5 Distribution of Wealth around the World

Specific Curriculum Outcome(s) being addressed:

6.5.1 Demonstrate an understanding of the effects of the uneven distribution of wealth around the world

- **identify, locate, and map the distribution of wealth around the world**
- identify the effects of the uneven distribution of wealth on the quality of life
- define poverty and give examples of its effects

Learning Expectations:

By the end of this lesson, students will understand that the world's resources are unevenly distributed around the world, and that a great portion of the world lives in poverty.

Anticipated completion time: 1 or 2 classes depending upon which activities are carried out

This lesson is an adaptation of teaching ideas found in "Poverty and World Resources" from "Rethinking Our Classrooms", a special edition of "Rethinking Our Schools", 1994, Rethinking Schools, Ltd.; ISBN:0-942961-18-8 and from lesson plans for the "Developing World " map found at www.canadiangeographic.ca/worldmap

Materials:

- 11" x 17" photocopies of world map (Black-line master with continents marked)
- 25 bingo chips or other markers of one colour, 25 of another colour for each student or pair of students
- Overhead of "Distribution of Population and Wealth" table (based on a class of 19 or 25)

In Class Activities/Teaching Strategies:

1. Ask the students to imagine if the total population of the world was just 100 people. The teacher may want to take a bit of time here to discuss how the number 100 is able to represent the world's population. Ask if they know what the world's population is - (Approximately 6.5 billion or 6,500,000,000). That means that each person in this activity would represent 65 million people - 6,500,000,000 divided by 100 or 65,000,000). (This is also an opportunity to review percentages if the class has some knowledge of per cent as a ratio).

2 After reviewing where these continents are and naming some countries in each, using the "Developing World Map" or an outline map on the overhead, ask students to guess how many of these 100 people would live on each continent. Share some guesses: Asia ____, Africa ____, Europe ____, South America ____, North America ____, Oceania ____. *Remind them the total must be 100.* Gather responses, then give them this data on chart paper, overhead or board. See information below.

Based on 2005 data:

61 would be Asian

13 would be African

12 are from Europe

8 would be from South America

5 from North America(Canada and U.S.)

and the remaining one would be from the South Pacific (Oceania)

Source: "Population and Productivity: 2P's in a Pod" from:

http://www.canadiangeographic.ca/worldmap/cida/lessons/word/CG-CIDA_PE_6-8_Product.doc

3. What if the world were just 25 people (or the number in our class) instead of 100? (We would each represent four times as many people or 260,000,000 people - 6,500,000,000 divided by 25).
4. Look at the populations distribution columns on the table (on overhead provided). Revisit with the students the percentages of population distribution by region.
5. Distribute world map outline and one set of (25) coloured bingo markers to each student or pair of students.
6. Have students identify the different regions on the map and place the 25 markers on the map so as to visually represent the population distribution.
7. Discuss where the markers lie. Where does most of the world's population live? What are their thoughts about this?
8. Ask the students to predict how the world's wealth would be distributed among the continents.
9. Would it be the same as the population? Why or why not?
10. Return to the overhead, this time looking at the columns on the distribution of the world's wealth. Introduce students to the term GNP (Gross Domestic Product). (See definitions in previous teacher background information.) Ask students how to define GNP in their own words.
11. Have the students use their second set of markers and place them on the continents to represent the distribution of the world's wealth. Leave the first set of markers in place
12. Discuss what they see. Put their observations on chart paper or on the board. If they appear to be stuck, ask them to compare the amount of wealth that certain regions have with the population. What do they see? What does that mean?

Note: An alternate strategy to illustrate this disparity would be the following:

Prepare and laminate bristle board outlines of the continents as on the chart (one continent on one bristle board).

Students stand on/by a continent in proportion of population to the population distribution. Treats are then handed out in relation to the wealth distribution (paying attention to possible allergies, if using food or candy as the treat). Discussion as above follows.

Assessment Strategies:

1. Mapping Activity: Students are able to show discrepancies between the distribution of population and wealth on their maps.
2. Learning log: The teacher may want to ask the students to write about what they learned. Students should be able to identify the uneven distribution of wealth among the world's population.

Curriculum connection:

Mathematics: Have students complete a double bar graph comparing wealth and population of continents. When they have completed the bar graph the student must write one statement about something they learned from the graph.

World Population and Wealth by Continents

Population

Wealth

Continent	(in billions)	% of world	# in class of 25	# in class of 19	per capita GNP in US\$	% of world	# of treats out of 25	# of treats out of 19
Africa	0.878	13%	3	3	630	22%	1	0.5
Asia	3.879	61%	15	12	1680	3%	6	4
Europe	0.727	12%	3	2	12,990	39%	10	7.5
N. America	0.502	8%	2	1	21580	30%	7	1
S. America	0.38	5%	2	1	2170	5%	1	6
Oceania	0.032	1%	-	-	3,380	1%	-	0
World Total	6.398	100%	25	19		100%	25	19

Population statistics taken from WorldAtlas.com at <http://www.graphicmaps.com/aatlas/infopage/contnent.htm>

This chart is based on the 2005 population data estimates from this source. GNP data is from “Poverty and World Resources” from “Rethinking Our Classrooms”, a special edition of “Rethinking Our Schools”, 1994, Rethinking Schools, Ltd.; ISBN 0-942961-18-8 (with adjustments to round certain numbers).

If the world had only 100 people.....

Based on 2005 data:

*61 would be Asian
13 would be African
12 are from Europe
8 from South America
5 from North America
(Canada and U.S.)
and the remaining
1 would be from the South Pacific
(Oceania)*

Source: "Population and Productivity: 2P's in a Pod" from:

http://www.canadiangeographic.ca/worldmap/cida/lessons/word/CG-CIDA_PE_6-8_Product.doc

TEACHER BACKGROUND INFORMATION

Facts on Poverty & Wealth Distribution

As teachers, we have probably all heard a student ask "Why don't some people have enough to eat?" "Why are people in some parts of the world starving?" "Why can't we just send them what they need?" While there are no easy answers to these questions, the lessons in this unit will begin to examine some of the global issues surrounding poverty.

Students will be introduced to discrepancies in the way population and wealth are distributed among countries and regions of our world. They will compare population distribution with the average GNP of countries within each region. Students will be encouraged to investigate the Human Development Index for selected countries. HDI statistics for Canada and Kenya are provided as examples and comparison.

Fact: Our world's population is now estimated at more than 6.5 billion people. (6,521,770,734 - June 12/06 - World POP Clock Projection) An interesting activity would be to check this source: <http://www.census.gov/ipc/www/popclockworld.html> regularly to take note of how the world's population increases. Another source is the World Population Clock found at http://www.prb.org//Content/NavigationMenu/PRB/Journalists/World_Population_Clock/2005_World_Population_Clock.htm. Teachers could create Math Activities using various data from this site (births per minute, etc.)

Fact: Over 1 billion people live on less than \$1 a day. A broader measure of poverty is given when we look at the number of people who live on less than \$2 a day. The \$2 a day statistic gives a more realistic indicator of the poverty line in middle-income countries. The most recent estimates indicate that 2.8 billion people are living on less than \$2 a day --- 462 million of them are youth.

Source: <http://www.un.org/pubs/cyberschoolbus/mdgs/goal1.asp>

Fact: During the past fifty years significant gains have been made in reducing poverty worldwide. However, many of the countries in sub-Saharan Africa continue to be among the poorest in the world.

The wealth of a country is usually described using one of the following measures: Gross National Product (GNP) refers to the total of all the economic activities of all the citizens of a country for one year. Human Development Index (HDI) looks at the living conditions in a country using such indicators as literacy rate, infant mortality rate, and life expectancy.

More detailed definitions of GNP and HDI are available on-line at: <http://hdr.undp.org/hd/glossary>

The Human Development Index is calculated by combining indicators for the three dimensions of human development into one measure:

- 1) a long and healthy life, measured by life expectancy at birth
- 2) knowledge, measured by adult literacy rate and the combined gross enrolment ratio for primary, secondary, and tertiary (post-secondary) schools and
- 3) a decent standard of living, measured by GDP per capita - Purchasing Power Parity (PPP) in US \$)

Source: http://hdr.undp.org/statistics/indices/hdi_calculator.cfm

Source for information for several of these items is the map, "A Developing World", that is included in this resource package. Class sets of this map may be obtained free of charge, and additional lesson plans are available on-line at <http://www.canadiangeographic.ca/worldmap/cida/>

For more detailed information, the HDI of countries around the world, can be found on an interesting interactive map, at http://hdr.undp.org/statistics/data/hdi_rank_map.cfm

Kenya: Human development index

Human development index (HDI) value, 2003: 0.474 (RANK in world - 154th)

Life expectancy at birth (years) (HDI), 2003: 47.2

Adult literacy rate (% ages 15 and above) (HDI), 2003: 73.6

Combined gross enrolment ratio for primary, secondary and tertiary schools (%), 2002/03:52a

GDP per capita (PPP US\$) (HDI), 2003:1,037

Canada: Human development index

Human development index (HDI) value, 2003: 0.949 (RANK in world = 5)

Life expectancy at birth (years) (HDI), 2003: 80.0

Adult literacy rate (% ages 15 and above) (HDI), 2003: 78%

- based on IALS survey 2003, indicating 22 % with difficulty in reading, writing or mathematics

Source: <http://www.ca.govrel/matters/page1.htm>

Combined gross enrolment ratio for primary, secondary and tertiary schools (%), 2002/03: 94b

GDP per capita (PPP US\$) (HDI), 2003:30,677

Three different ways of defining poverty:

Extreme (or absolute) poverty: Living in extreme poverty (less than \$1 a day) mean not being able to afford the most basic necessities to ensure survival. 8 million people a year die from absolute poverty.

Moderate poverty: Moderate poverty, defined as earning about \$1 to \$2 a day, enables households to just barely meet their basic needs, but they still must forgo many of the things such as education or health care that many of us take for granted. The smallest misfortune (health issue, job loss, etc.) threatens survival.

Relative poverty: Lastly, relative poverty means that a household has an income below the national average.

Source: http://www.netaid.org/global_poverty/global-poverty/

Poverty as a violation of a human right: Based on definitions established by the World Bank (above), nearly 3 billion people—half of the world's population—are considered poor. But poverty isn't simply a numbers game. It's about scores of men, women and children enduring unimaginable obstacles that keep them from fulfilling their most basic human rights and achieving their individual potentials.

When the United Nations created the Universal Declaration of Human Rights in 1948, signatories proclaimed that all people have the right to education, work, health and well-being. **But today, millions around the world are too crippled by poverty to fulfill these basic rights.** Millions continue to go hungry. Scores of children never step inside a classroom. Families watch their loved ones die from largely preventable causes because they do not have access to adequate medical care. In essence, poverty is a denial of human rights.

Source:

http://www.unicefusa.org/site/c.duLRI8O0H/b.1300301/k.4D04/State_of_the_Worlds_Children_Publications__Media_Center__US_Fund_for_UNICEF.htm

Deprivations of poverty

The report, “State of the World’s Children” offers an analysis of seven basic "deprivations" that children feel and that powerfully influence their futures. UNICEF concludes that more than half the children in the developing world are severely deprived of one or more of the necessities essential to childhood:

- adequate shelter
- access to sanitation
- safe water
- access to information
- health care services
- education and
- adequate food/nutrition

“The State of the World's Children” also makes clear that poverty is not exclusive to developing countries. In 11 of 15 industrialized nations, the proportion of children living in low-income households has risen during the last decade.

Other sources of information regarding various countries of the world can be found from “The World Factbook” at www.cia.gov/cia/publications/factbook and at <http://www.prb.org/datafind/datafinder7.htm>

Lesson 6: The Effects of Uneven Distribution of Wealth

Specific Curriculum Outcome(s) being addressed:

6.5.1 Demonstrate an understanding of the effects of the uneven distribution of wealth around the world

- identify, locate, and map the distribution of wealth around the world
- **identify the effects of the uneven distribution of wealth on the quality of life**
- define poverty and give examples of its effects

Anticipated time: two classes, depending upon whether the simulation activity is completed.

This lesson on the effects of the uneven distribution of wealth on quality of life may be done as a research activity on its own or combined with simulation activity.

This lesson is an adaptation of teaching ideas found in “Poverty and World Resources” from “Rethinking Our Classrooms”, a special edition of “Rethinking Our Schools”, 1994, Rethinking Schools, Ltd.; ISBN:0-942961-18-8 and from lesson plans for the “Developing World “ map found at www.canadiangeographic.ca/worldmap

Required Resources/ materials:

Computer lab access or library

“You were born in _____” cards for each student, dividing the class according to the "Distribution of Population and Wealth" table (based on a class of 25)

Poster Board and markers/coloured pencils

File cards

“Developing World” maps

Other information sources so that students can research the HDI for various countries
(See teacher background at beginning of this lesson)

For simulation activity:

25 cookies, rice crispy squares, wrapped candies, or some other kind of treat (which might be a non-food item) - If the class has more or fewer students, adjust accordingly.

In Class Activities/Teaching & Learning Strategies:

1. Review the overhead of the "Distribution of Population and Wealth" table with students again.
2. Tell them that this time, they are going to represent the people of the world.
3. Give each student a card or piece of paper saying "You were born in _____" assigning each student to a continent as per the population side of the "Distribution of Population and Wealth" table. Use the Developing World Map as a guide so that countries are selected from each continent/level of development, etc.

4. Tell them the residents of each continent are to work together to prepare an information poster about their continent. (Group sizes will vary from 1 to 15). Each student will choose a country located within their continent and will research some statistics about the **Human Development Index** (HDI) of that country. Explain to them that similar to GNP, the HDI is another way of looking at the wealth of a country. HDI statistics give us more of an idea of what life may be like for the people who live in a particular country. Provide the groups with Developing World maps, etc.

Students can record their findings on file cards which can then be displayed on the continent poster.

Alternate idea: Have an outline map for each continent that is put into the centre of a poster by the group. Using the Developing World maps, find out the following information and put a string from that country to a file card which gives the following information about that country:

Name of country: _____

Human Development Index : High, Medium, Low, or Classification not available

Population (2003) : _____

Life expectancy: Men: _____ Women: _____

Primary School enrolment (1998-2001) : _____

Gross Domestic Product per capita (2002): _____

I think life in _____ would be _____ because.....

It would be more visually dramatic if the file cards were of different colours based on the HDI (yellow for high HDI, orange for medium HDI, red for low HDI, and white if no classification was available) - mention that at times no classification is available as that country may be in conflict/at war (or use white cards on a coloured background).

NOTE: If the teacher has made bristle board continents for the previous lesson, these can also be very useful here as students can place their cards on the continent maps.

5. Simulation Activity: Approximately 30 minutes

IMPORTANT NOTE: Plan this activity so there is enough time for discussion afterwards.

a) Ask the students to group themselves in different parts of the classroom, determined by the continent represented by their posters. Look again at how the population is distributed, and remind them that each of them represents 260,000,000. Ask them to recall how wealth was distributed differently.

b) Pass out the treats by continent as per the wealth distribution side of "Distribution of Population and Wealth" table. (Reactions will vary: sometimes students will share, other times they won't, some students may get nothing. There may be some emotional responses where the teacher needs to remind students that this is only a demonstration.)

c) Facilitate a class discussion of how the simulation made them feel.

Note: The following questions can be used whether or not the simulation activity has been carried out.

Possible questions can be used as starting points:

1. Where was most of the wealth located?
2. Where were the poorest countries located?
3. Did you feel some countries should have received more?
4. Did you feel some countries should have received less?
5. When people in other countries look at Canada, how do you think they see us?
6. Do you think everyone in Canada is rich?
7. Do you think everyone in Africa or Asia is poor?
8. Why do you think the world's wealth is distributed so unequally?
9. In our classroom, could we have found a fairer way to distribute the wealth?
10. In the real world, what can be done to try to be sure that everyone has what they need?
11. Do we as Canadian citizens have a responsibility to help those who need it? Why or why not?

(If desired, questions 10 and 11 may be used for a personal learning log as an assessment for this lesson).

Tell the students that many people around the world are working hard to try to solve this problem. Ask students if they know anyone who works to help others, either in P.E.I. or other places around the world. Perhaps they have heard of the "Millennium goals" or the "Make Poverty History" campaign. Challenge students to see what they can find out about these important international projects and report back to the class.

Assessment Strategies:

Completion of assignment on HDI for a selected country

Discussion and writing about simulation activity, using the questions above

Describe the work that you or someone you know does to help others.

Learning log:

- a) Ask the students to write about what they have learned by imagining what a day in the life of a child from their designated country might be like and write about it OR
- b) Use questions 10 and 11 above as topics for a learning log.

Lesson 7: The Effects of Poverty

Specific Curriculum Outcome(s) being addressed:

6.5.1 Demonstrate an understanding of the effects of the uneven distribution of wealth around the world

- identify, locate, and map the distribution of wealth around the world
- identify the effects of the uneven distribution of wealth on the quality of life
- **define poverty and give examples of its effects**

Anticipated time: one class

Materials:

"*Fly Away Home*" - story about a homeless boy and his father who live in an airport, written by Eve Bunting, from *Collections 4*, Prentice-Hall, 1996 (In L.A.Collections 4)

DVD - "A Day in the Life of a Primary Student in Kenya"

Story, "What if....?"

Definitions- types of poverty with overhead

Teacher background:

Notes on Poverty & Wealth Distribution (in lesson 6)

In Class Activities/Teaching Strategies:

1. Review with students what they have learned about the uneven distribution of wealth in the world.
2. Ask them again if they think everyone in Canada is rich. Why or why not? Why do we have food banks? Does everyone have a home? What happens when they don't?
3. Read *Fly Away Home* as a read aloud, individually or as a class. The teacher may wish students to give written answers to the following questions or discuss them in small groups before the whole group responds.
 - How do you think the characters got to this point?*
 - What about school? Doesn't every child have to go to school?*
4. Discuss the story with the class:
 - Would they say this boy is poor?*
 - What evidence do they have to back up their ideas?*
 - List ideas on chart paper.
5. Show the DVD, "A Day in the Life of a Primary Student in Rural Kenya"
 - What did you see in this video?*
 - Would they say James is poor?*
 - What evidence do they have to back up their ideas?*
 - List ideas on chart paper.

Important DVD notes:

- 1. You will immediately realize that James is older than his classmates. “Free” primary education for Kenyan children has only been available since January 2003. Before that a child could only attend school if the family could afford to pay the school fees. In January 2003, 1.5 million children in Kenya began school that could not previously afford to attend. What might be some of the reasons for James being the oldest in his class? Would there likely be others who are also older?**
- 2. While this DVD shows a man farming, in Kenya as in many developing countries, it is more common that women are the farmers. Several of the large photos may be used here to illustrate this before showing the DVD.**

To connect the two stories a possible strategy would be to assign a Venn diagram to compare the two situation for these children - differences and similarities. (Template included)

Another important discussion would be to compare and contrast their school life in P.E.I. compared to that of James.

6. What does it mean to live on less than \$2 per day? Read the story, “What if....?”
7. Introduce the idea that poverty exists everywhere but also what may be considered poor in a wealthy country, may seem rich in a very poor country, because the country’s basic standards may be so different. (See teacher background information and overhead)
8. Possible Activity: Give each group of students a card with one of the three types of poverty listed. Ask students to work in groups to create a case scenario for each kind of poverty. These can be presented to the class and then having the class guess which type of poverty is depicted. Students must give evidence from the role play to illustrate the type of poverty selected.

Assessment:

1. Assess student performance of :
 - Discussion
 - Venn Diagram work
 - Group project-role plays or scenarios
2. Learning log: What do you think it means to be poor? Explain using examples.
3. Make a Venn diagram comparing their life to the life of a young person from this lesson. Students must be prepared to explain their Venn diagram.

Extreme (or absolute) poverty: Living in extreme poverty (less than \$1 a day) means not being able to afford the most basic necessities to ensure survival. 8 million people a year die from absolute poverty.

Moderate poverty: Moderate poverty, defined as earning about \$1 to \$2 a day, enables households to just barely meet their basic needs, but they still must forgo many of the things such as education or health care that many of us take for granted. The smallest misfortune (health issue, job loss, etc.) threatens survival.

Relative poverty: Relative poverty means that a household has an income below the national average.

Source: http://www.netaid.org/global_poverty/global-poverty/

What if.....?

Poverty fact:

Half the world — nearly three billion people — live on less than two dollars a day.

Let's do an activity that may help each of us realize what this really means.

Visualize the home you live in, picture what you have inside and outside of your home. It may be helpful to close your eyes for a moment to do this.

What would it be like to live on less than \$2 a day (less than \$700 a year) ?

First, take all of the furniture from your home. Everything goes - beds, chairs, tables, television, computer, VCR or DVD player, and lamps. You can keep a few old blankets, a kitchen table, and one wooden chair. Along with your dresser that you keep your clothes in, almost all of your clothes are gone. You may keep just one of your oldest outfits. If there is a man in your family he may keep a pair of shoes ...but the women and children are barefoot.

We move to the kitchen. The appliances are already gone. So we turn to the cupboards - the box of matches may stay, a small bag of flour, some sugar and salt. A few 'old' potatoes, some beginning to spoil, must be hastily rescued, for they will be used to prepare tonight's supper. You also have a handful of onions and a dish of dried beans.....

Now we have stripped the house: the bathroom has been dismantled, the running water shut off, and the electric wires taken out. Now we take away the house..and you must move to your tool shed.

Now, to get water you must walk several kilometres each day and carry it home. Sometimes the water makes you and your children sick.

But we have only begun.....all of the houses in your village are similar to yours.

And still we have not reduced you, as a Canadian family, to the way in which life is lived in much of the world.

Communication must go next...no more postal service, no fire protection, no telephone. There is a school, which since 2003 has been very crowded as "free" primary education began that year in your country and you are now able to send your children to school. Your daughter's class has 80 students but only enough books for one-third of the students.

There are, of course, no doctors nearby, but there is a clinic a few kilometres walk away. There is a nurse at this clinic that runs the entire facility herself. Sometimes she has medication to give you.

You have been able to save only 5 dollars.

Meanwhile the man in your family has had to leave home to find work, and a number of your neighbours have lost family members from AIDS, malaria or tuberculosis. You and your neighbours in the village are trying to look after the children who have been orphaned. Your village has no sanitation or garbage disposal system so disease is hard to control.

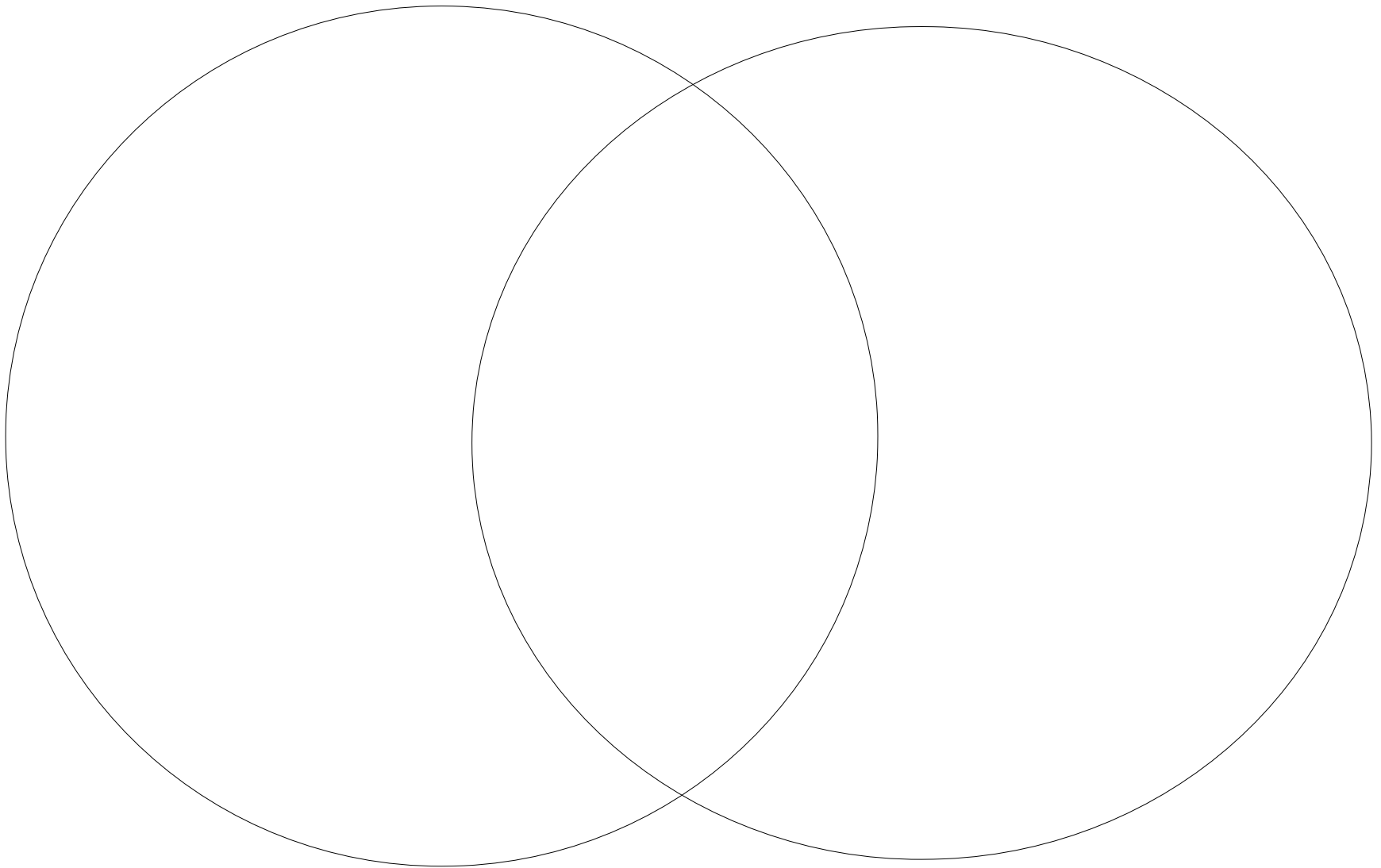
In your village, the women mostly tend the land and animals. You are trying to raise enough food to feed the family and hope to have some left over to sell so you can buy school uniforms for your children. So far you have only saved \$5 and a new uniform costs about \$9.

Some times you do not have enough food to feed your children, especially if there is not enough rain. You are very happy that the primary school has been able to begin a feeding program for the younger children. Your community school has 20 AIDS orphans. The school does not even keep track of those who have lost only one parent.

Living in Kenya, if you are female, you can expect to live to age 46, if you are male, to 44 years.

You had expected to live to 82 if female, 77 if male.

Adapted from Activity 3 in Poverty Alleviation Section found at <http://www.owren.info/pa/see/activity3.html>



Lesson 8 Issues/Abuses of Rights

Outcomes to be addressed:

6.5.2 Identify and describe examples of human rights around the world

- give examples of rights included in the United Nations Universal Declaration of Human Rights
- **identify human rights issues related to the rights of children**
- **describe some other examples of current abuses of human rights**

Anticipated time for completion: 1-2 classes (depending upon which activities are selected)

Required Resources/Materials:

Student activity description cards (black line master)

Plain language version of articles in the Universal Declaration of Human Rights (page 22- 24) and the Convention on the Rights of the Child (page 28)

Newspaper clippings from Kenya and Uganda

Newspaper clippings from P.E.I.

Teacher Background Article:

Child Soldiers in Uganda - “A Tapestry Torn”

This lesson is adapted from: “ABC - Teaching Human Rights” found at

www.ohchr.org/english/about/publications/docs/abc-ch3.pdf

Important note for teachers when dealing with human rights abuse topics:

Some information in this section may be upsetting for students so care must be taken when presenting to students. The article included in this lesson on child soldiers in Northern Uganda, “A Tapestry Torn” is meant to provide background information for teachers and should not be given to students. Also, when using newspaper clippings, make sure you are aware of the contents of the articles.

In Class Activities/Teaching Strategies:

1. Students in groups will receive one of the following activities to prepare and present to their class. Each group should be given a set amount of time for discussion and preparation (possibly 20 minutes).

OR

2. Select any of the activities below to complete as a full-class activity.

(UNDHR in the following activities refers to the Universal Declaration of Human Rights.)

Activity # 1 “A Journalist has Disappeared!”

You are a journalist. You wrote a story in your newspaper that made someone in a high position angry. The next day unidentified people broke into your home and took you away. You were beaten and put in a room alone. No one knows where you are. No one has offered to do anything, You have been there for three months.

Task:

1. This journalist has been deprived of a number of basic rights. Using the Universal Declaration, decide as a group which specific rights have been violated.
2. Draft a letter to the Minister of Justice concerned, mentioning these rights, or an open letter to the journalist. Read this letter to your class.

Answers: (UNDHR articles 3, 5, 8, 9, 11, 12)

Activity # 2 Child Soldiers

In some parts of the world, boys and girls, even younger than ten years old, are recruited to serve as soldiers. Often these children are kidnapped and forced into this dangerous work, which can lead to death, serious injury, and rejection from their own families and community even if they escape.

1. Using the Universal Declaration, decide as a group which specific rights have been violated.
2. Discuss in your group the following questions and prepare to present a report to your class.
 - Why would armed forces want to use children in warfare?
 - What human rights of these children are being violated? (especially those from the Convention on the Rights of the Child)
 - How might being a child soldier affect boys and girls differently?
 - If a child soldier manages to survive and return home, what are some problems he./she might have?

Answers: (UCDHR - 3, 4, 5; CRC 3, 6, 9, 11, 32, 34, 36, 37, 38, 39)

Activity # 3 What if I Couldn't Read?

With your group, each person thinks of all the times he/she read something in a day: at home, at school, in the community or anywhere. Include unconscious reading you do when you are on the computer, watching television, shopping, walking down a street in town.

Compare your lists and discuss:

- How would your life be affected if you couldn't read?
- What would you be unable to do or do well?
- How would this affect the health, safety, and security of you and your family?
- How would you be affected if you couldn't read and you were a
 - Mother? / Father ? Factory worker?
 - Agricultural worker? Shop owner?
 - Soldier? Citizen?
- What rights are connected to being able to read or obtain an education?

Task: Prepare a role play in which you show a situation that developed because someone could not read or was not able to attend school

Activity # 4 Global Issues in East African Newspapers

Search the newspaper clippings from Kenya and Uganda that describe various issues that children or adults in East Africa have as challenges. From these, choose what rights are present or absent.

Task: Present one or two of the most interesting articles to the class.

Activity # 5 Global Issues in P.E.I. Newspapers

Gather articles from local newspaper about global issues or people who are acting as ‘Global Citizens’.

Task: Present one or two of the most interesting articles to the class.

Assessment:

Rubric to assess group work, presentation, and assessment of understanding of issues arising from abuse of rights (rubric included).

Activity #1: “A Journalist has Disappeared!”

You are a journalist. You wrote a story in your newspaper that made someone in a high position angry. The next day unidentified people broke into your home and took you away. You were beaten and put in a room alone. No one knows where you are. No one has offered to do anything, You have been there for three months.

Tasks:

1. This journalist has been deprived of a number of basic rights. Using the Universal Declaration, decide as a group which specific rights have been violated.
2. Draft a letter to the Minister of Justice concerned, mentioning these rights, or an open letter to the journalist. Read this letter to your class.

Activity #2: Child Soldiers

In some parts of the world, boys and girls, even younger than ten years old, are recruited to serve as soldiers. Often these children are kidnaped and forced into this dangerous work, which can lead to death, serious injury, and rejection from their own families and community even if they escape.

Tasks:

1. Using the Universal Declaration, decide as a group which specific rights have been violated.
2. Discuss in your group the following questions and prepare to present a report to your class.
 - Why would armed forces want to use children in warfare?
 - What human rights of these children are being violated? (especially those from the Convention on the Rights of the Child)
 - How might being a child soldier affect boys and girls differently?
 - If a child soldier manages to survive and return home, what are some problems he/she might have?

Activity #3: What if I couldn't read?

With your group, each person thinks of all the times he/she read something in a day: at home, at school, in the community or anywhere. Include unconscious reading you do when you are on the computer, watching television, shopping, walking down a street in town...

Compare your lists and discuss:

- How would your life be affected if you couldn't read?
- What would you be unable to do or do well?
- How would this affect the health, safety, and security of you and your family?
- How would you be affected if you couldn't read and you were a
Mother? / Father ? Factory worker?
Agricultural worker? Shop owner?
Soldier? Citizen?
- What rights are connected to being able to read or obtain an education?

Prepare a role play in which you show a situation that developed because someone could not read or was not able to attend school

Activity #4: Global Issues in East African Newspapers

Search the newspaper clippings from Kenya and Uganda that describe various issues that children or adults in East Africa have as challenges. From these, choose what rights are present or absent.

Present two of the most interesting article to the class.

Activity #5: Global Issues in P.E.I. Newspapers

From their local newspaper articles about global issues or people who are acting as 'Global Citizens', select those you find interesting.

Task: Present two of the most interesting articles to the class.

Rubric to Assess Collaborative Work Skills - Issues/Abuses of Rights

Teacher Name: _____

Student Name: _____

CATEGORY	Wow!	Got It!	Getting There!	Beginning!
Working with Others	Almost always listens to, shares with, and supports the efforts of others. Tries to keep people working well together.	Usually listens to, shares with, and supports the efforts of others. Does not cause waves in the group.	Often listens to, shares with, and supports the efforts of others, but sometimes is not a good team member.	Rarely listens to, shares with, and supports the efforts of others. Often is not a good team player.
Volume of Voice	Volume is loud enough to be heard by all audience members throughout the presentation.	Volume is loud enough to be heard by all audience members at least 90% of the time.	Volume is loud enough to be heard by all audience members at least 80% of the time.	Volume is too soft to be heard by all audience members.
Posture and Eye Contact	Stands up straight, looks relaxed and confident. Establishes eye contact with everyone in the room during the presentation.	Stands up straight and establishes eye contact with everyone in the room during the presentation.	Sometimes stands up straight and establishes eye contact.	Slouches and/or does not look at people during the presentation
Understanding of Issues	Shows a full understanding of issues arising from abuse of rights.	Shows a good understanding of issues arising from abuse of rights.	Shows a good understanding of some of the issues arising from abuse of rights.	Does not seem to understand the topic very well.
Identification of Rights of Abused	Can quickly identify all rights being abused.	Can identify most rights being abused.	Can identify some abuse of rights.	Can not identify abuse of rights.

Lesson 9 : As global citizens, how can we take action?

Specific Curriculum Outcomes being addressed:

- 6.5.3 Take age-appropriate action to demonstrate their responsibilities as global citizens
- **explain the rights and responsibilities of being a global citizen**
 - **support a position on a local/national/international human rights issue after considering various perspectives**
 - plan and take age appropriate actions to address local/national/international human rights problems or issues

Anticipated Time: 1 class

Materials:

- Activity sheets included with lesson
- Overhead - A Global Citizen is....

In Class Activities /Teaching Strategies:

1. What is A Global Citizen? - Rights and Responsibilities

Review with students the rights that children and adults should all have. Then begin to look at what the responsibilities are of a global citizen.

Ask students to write down the first word or phrase that comes into their mind when the term “global citizen” is heard. Write these words on chart paper and discuss them.

2. What qualities or traits does a Global citizen have? Brainstorm and write on chart paper, combining and adding as ideas come from the students. For those who enjoy using technology, the brainstorming can be completed in *Inspirations*.

3. Compare your list with the list of characteristics of global citizen developed by Oxfam, found on-line at <http://www.oxfam.org.uk/coolplanet/teachers/globciti/curric/index.htm>

A global citizen is someone who:

- is aware of the wider world and has a sense of his/her own role as a world citizen
- respects and values diversity
- has an understanding of how the world works
- is outraged by social injustice
- participates in the community at a range of levels, from the local to the global
- is willing to act to make the world a more equitable and sustainable place
- takes responsibility for his/her actions

4. Naming global issues affecting our lives

Option A - Activity : Vote with your feet

Adapted from: “Get Global!” - found on-line at

http://www.oxfam.org.uk/coolplanet/teachers/getglobal/get_global.pdf

In groups, based on what they have learned from previous lessons and other sources, ask students to think of and write down as many global issues as possible. Use the following questions to guide your thinking:

What things about the world around you make you worry or be concerned??

What things in your community and your world do you think need to change?

(Think about the school, your community, country or world)

List these on chart paper - gathering and combining the ones that are similar until you have exhausted all ideas. Put each issue on one sheet of paper and post around the room.

As each of the following questions is asked, move to where that issue is displayed..

Which of the issues do you feel is most important for you?

Remind students that each should be able to give his/her reasons why it is most important.

Consider and discuss the choices made... the most popular issues can be studied further before choosing one to take action on.

OR

Option B - Activity: What makes you “blow your top”? Or “lose your cool”?

Adapted from activity found on line at “Get Global!” -

http://www.oxfam.org.uk/coolplanet/teachers/getglobal/get_global.pdf

Draw an outline of a person on a large piece of chart paper. Each student should think about what issues they feel strongly about - issues that make them want to “blow their top”. In groups, share the issues ideas to make a combined list. Choose one person from the groups to write their ideas around the outline on the chart paper.

Consider and discuss the choices made... the most popular issues can be studied further before choosing one to take action on.

5. Which issues could we act on?

In groups, choose one of the most frequently selected issues from the activity above based on the following question:

Which issue do you think as a group you could act on to improve? Why?

For that issue, complete the following chart - “What is the Issue?”

Assessment:

Group and/or individual Activity sheets can be used for assessment purposes

Group work rubric

A global citizen is someone who:

- is aware of the wider world and has a sense of his/her own role as a world citizen
- respects and values diversity
- has an understanding of how the world works
- is outraged by social injustice
- participates in the community at a range of levels, from the local to the global
- is willing to act to make the world a more equitable and sustainable place
- takes responsibility for his/her actions

Source: <http://www.oxfam.org.uk/coolplanet/teachers/globciti/curric/index.htm>

What is the issue?

Who is it an issue for?

How many people are affected by this issue?

Describe the Issue

How are they affected?

What can you do to improve the issue?

Group: _____ Date: _____

Lesson 10: How are you, Islanders and other Canadians acting as global citizens?

Specific Curriculum Outcomes being addressed:

- 6.5.3 Take age-appropriate action to demonstrate their responsibilities as global citizens
- explain the rights and responsibilities of being a global citizen
 - support a position on a local/national/international human rights issue after considering various perspectives
 - **plan and take age appropriate actions to address local/national/international human rights problems or issues**

Anticipated completion time: Several classes - based on the extent of research work and presentation desired by the teacher

Materials:

Internet access or other information on individuals/organizations
Research template

In Class Activities/Teaching Strategies:

1. What actions do adult individuals or groups take to respond to global issues locally, nationally and globally?

Examples might include the following:

Locally:

- Help a neighbour whose house has burned or who is having health or other problems (benefits, volunteer time to help)
- Write a letter about an issue to an influential person
- Volunteer in the community (many ways to do this) or internationally
- Organize or lead a project
- Join an organization whose causes you believe in
- Be welcoming to newcomers into your community
- Get to know someone from another culture

Nationally/Globally:

- Raise funds to send to help other in times of disaster (flood, famine, tsunami, etc.)
- Support an organization that is working on global issues around the world
- Defend the rights of those who do not have their rights respected
- Volunteer with or join an organization whose aims you support, etc.

2. What actions could students your age take?

Examples might include the following:

- Lobby someone in a powerful position (write a letter, send an email)
- Learn about organizations that help others
- Write and perform a play about an issue
- Invite a guest speaker on an issue
- Make a poster or brochure about an issue
- Make good choices in your own life - what you eat, how you spend your money,

recycling, not wasting, etc.
Visit a senior, help a neighbour (with permission)
Be considerate, think about others

3. What are some examples of such individuals or groups in P.E.I.? What do they do?
Answers will vary as some students will know about different individuals or organizations.
4. Students in pairs/groups will research one of the following organizations using the research template and prepare to present to the class:

P.E.I. -

Farmers Helping Farmers

<http://www.farmershelpingfarmers.ca/>

<http://farmershelpingfarmers.blogspot.com/>

<http://www.farmershelpingfarmers.ca/current.php>

CBC Turkey Drive

http://www.cbc.ca/P.E.I./story/pe_turkey20031219.html

Easter Seals Campaign

<http://www.easterseals.ca/calendar/>

<http://www.charlottetown.rotarypei.com/>

Children's Wish Foundation

<http://www.childrenswish.ca/>

<http://www.childrenswish.ca/provincial/P.E.I./index.php>

<http://www.childrenswish.ca/test/content/our-story.php>

P.E.I. Food Banks

<http://www.cafb-acba.ca/english/AboutCAFB.html>

<http://intraspec.ca/povertyCanada.php#foodbanks>

Upper Room Food Bank [Charlottetown]

(902) 892-7092

West Prince Caring Cupboard [Alberton]

(902) 853-3447

Canada/globally-

Foster Parents Plan

<http://www.fosterparentsplan.ca/AboutPlan/>

Free the Children Canada

<http://www.freethechildren.com/aboutus/>

Canadian Landmines Association

<http://www.clearlandmines.com/>

UNICEF

<http://www.unicef.ca/portal/SmartDefault.aspx?at=1383>

Project Watercan

<http://www.watercan.com/>

Canadian Red Cross

<http://www.redcross.ca/article.asp?id=000005&tid=003>

<http://www.redcross.ca/article.asp?id=006120&tid=066>

Make Poverty History

<http://www.makepovertyhistory.org/>

Others as approved by teacher

5. What can you do? - A Personal Plan of Action

Options:

Students will choose an issue to act on personally

OR the one developed with a group in Lesson 9

OR the class may choose to select one action that the entire class will work on.

Note: One criteria to be considered for a whole class action is that the issue must be one in which every student in the class is able to participate.

Using the Action Planning Guide - analyze what is involved in planning to act on this issue. For any students who choose to act individually, the teacher should check to see that the issue is one that she/he can personally influence, at least in a small way.

There are many excellent strategies for developing personal action plans from Oxfam's "Get Global!" Program found at:

http://www.oxfam.org.uk/coolplanet/teachers/getglobal/get_global.pdf and at:

<http://www.oxfam.org.uk/coolplanet/teachers/globciti/curric/index.htm>

Research Guide

A. Research to find out information about the organization/project you have selected using the following guide.

1. What is the name of this organization?
2. What are its goals?
3. When did the group begin? (Tell a bit of its history)
4. What projects are the group working on now?
5. Where are they working?
6. How are people helped by this group? How many?
7. Describe one or two of the projects that this group is working on.
8. How could you get involved with this group?
9. Where did you find your information about this group?

B. Use the information you have gathered to prepare a report and poster. Type your report if at all possible. Hand in this research sheet with your final report.

Action Planning Guide

Name(s): _____

My/our group/our class issue:

Possible Actions to take?	How long will it take to plan this action?	Who will I/we need to help?	What will be the impact of this action?	What will be difficult for me/us about carrying out this action?

I/We have selected this action to take on our issue: _____

because _____
