



**Every child.**

**Every opportunity.**

**No exceptions.**

# **PARENTING THE 'RIGHTS' WAY:**

**AN EDUCATIONAL RESOURCE FOR  
ONTARIO PARENTING COURSES**

- **Parenting (HPC 30)**
- **Living and Working with Children (HPW 3C)**
- **Human Growth and Development (HHG 4M)**
- **Parenting and Human Development (HPD 4E)**

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# unicef global classroom

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UNICEF Canada's mission is to mobilize and empower Canadians to invest in the positive transformation of every child's future. UNICEF Canada's Global Classroom program is a partnership with Canadian teachers and their students to inspire, educate and promote action on social justice, humanitarian issues and human rights — especially the rights of all children. This acclaimed program provides educators with classroom-ready resources and engagement tools. Designed to foster global citizenship and understanding, the Global Classroom shows how each of us can create a better world for all children and the communities in which they live.

For more information about UNICEF Canada's Global Classroom program, visit [globalclassroom.unicef.ca](http://globalclassroom.unicef.ca).

### NOTE REGARDING INTERNET RESOURCES

While care has been taken in the selection of websites and resources, educators are asked to review them first and are reminded to use their own professional judgment in referring students and parents to them.

At the time of publication, the website links contained within this guide were functioning and deemed appropriate in content. However with time, it is possible that URLs will change, or become non-functional or corrupted.

UNICEF Canada cannot guarantee the content of recommended websites, nor should the content of these websites be understood to necessarily reflect UNICEF core values.

### INFORMATION ABOUT INTERNET SAFETY

#### Websites for Educators/Parents

Cybertip cybertip.ca	Kids in the Know kidsintheknow.ca
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#### Websites for Children/Youth

Zoe and Molly zoeandmolly.ca	Chatdanger chatdanger.com
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# FOREWORD FOR TEACHERS

## INTRODUCTION TO THIS CURRICULUM RESOURCE

Young people can improve both the quality of their lives and their educational experience by learning about their rights under the United Nations Convention on the Rights of the Child (the Convention). By engaging in a practical, active and thorough exploration of the Convention through Ontario Parenting courses, participating students will gain a deeper understanding of their rights and inherent responsibilities. This will in turn help provide a framework for their positive interactions with young children as caregivers or future parents.

This resource guide, *Parenting the 'Rights' Way*, adopts a children's rights framework, and the curriculum-connected activities enable students to explore the benefits of incorporating a rights-based approach in their work with children in a variety of settings.

The resource focuses on children's rights of particular relevance to those who plan to interact with children as caregivers, parents, teachers, etc.

## GOALS OF THE MANUAL

- Introduce the Convention and the concept of children's rights.
- Introduce a rights-based approach to parenting and working with children and youth.
- Introduce terminology related to human development.
- Introduce a range of socio-economic and cultural factors related to families and parenting.
- Provide practical, rights-based, child-centered activities.

## WHAT ARE CHILDREN'S RIGHTS?

The most basic assumption of the Convention on the Rights of the Child (the Convention) is that, like adults, children have rights because they are human beings. Thus, the principle of children's rights in Canada predates the UN Convention. It is a part of the Canadian Charter of Rights and Freedoms, human rights codes and acts across the country, and Canada's official policy of multiculturalism. What is unique about the Convention, is that it focuses specifically on children — defined as all human beings below the age of 18. The Government of Canada signed the Convention in 1990 and Parliament ratified it in 1991.

In signing the Convention, Canada is legally obligated to comply with each of the articles on the rights of the child and to report to the United Nations every five years, detailing how Canada is meeting its obligations.

The Convention assumes that each of the articles is of equal importance. It also assumes that with rights, come the responsibility to respect the rights of others. In practice, as children experience respect for their own rights, they are, in turn, more likely to respect those of others.

Under the Convention, Canada is obligated not only to respect the rights of children, but also to inform

both children and adults of these rights as outlined in the Convention. Teachers and schools play a key role in children's lives and can, therefore, be instrumental in educating them about their rights.

*Reference: Cape Breton University Children's Rights Centre*

## WHY A CHILDREN'S RIGHTS APPROACH?

There are two important reasons why a rights-based approach was chosen for teaching young people enrolled in Ontario parenting courses.

**Empathy versus charity** — When children and youth learn that the Convention has been ratified almost globally, they are readily engaged by the fact that it applies to all children. They come to identify with children and other young people around the world, and show increased levels of socially-responsible behavior and respect for the rights of all others. They realize that if the rights of other children can be violated, so can their own. This impels an understanding of global issues such as discrimination, for example, as a violation of inalienable, fundamental rights that they share with all children, and prompts an empathetic, rather than a charitable, response.

**Empowerment** — Action to reduce the infringement of children's rights is facilitated by rights-based pedagogy because it is participatory and democratic. Children learn the skills required for democratic action and they become more empowered to act. In previous children's rights initiatives, children have successfully initiated school breakfast programs after learning that children have the right to nutrition and realizing that, for many children in their community, this right was not realized.

For more information on the benefits of using a rights-based approach in your classroom, refer to: Howe, R.B. & Covell, K. (2005/2007). *Empowering Children, Children's Rights Education as a Pathway to Citizenship*, Toronto: University of Toronto Press.

## CURRICULUM EXPECTATIONS

All of the activities in this guide have been created to support the Ontario Parenting course curriculum expectations. Many of the activities can be used to contribute to a term grade.

✓ = **Activities for Term Grades** — Activities suggested for marking will be indicated by the ✓ symbol beside the activity title. Student reflections may also be used to contribute to a term grade (see Appendix D for a reflection template and rubric).

**R = Reflection** — Suggested activities for students to reflect on will be indicated by an **R** beside the activity title. Note, not all reflections need be marked; students may benefit from writing a private reflection. Students should be informed prior to writing their reflection whether or not they will have to share it with the teacher or other students. Teachers should be aware of sensitive issues that students may wish to reflect on privately.

The curriculum outcomes are stated in the following section. Outcomes reference points are provided for teachers throughout the resource to facilitate the monitoring of student progress and the assessment of student ability, knowledge, and understanding. The activities contribute to the following general learning outcomes:

### Parenting (HPC 30)

- Identify the laws that regulate children and parents in society (e.g., legislation governing child protection, child care, school attendance, child labour).
- Demonstrate, in practical settings, the appropriate use of a variety of techniques for parenting and disciplining young children (e.g., setting limits, establishing routines, offering choices, encouraging independence, helping children understand the logical consequences of behaviours, fostering mutual respect).

- Explain how communication influences parent-child relationships (e.g., promotes attachment, fosters mutual respect).

### Living and Working with Children (HPW 3C)

- Demonstrate an understanding of the universal rights of children (e.g., the right to food, shelter, safety, a peaceable existence).
- Summarize the laws and safety requirements that apply to parents and those who work with children.
- Correctly use terminology related to living and working with children.

### Human Growth and Development (HHG 4M)

- Demonstrate an understanding of the effects that various economic, political, and social factors (e.g., poor nutrition, low birth weight, illiteracy, technological change) can have on human development.
- Identify various human development initiatives that will assist countries in preparing themselves to meet new global challenges (e.g., as outlined by Keating and Hertzman and by McCain and Mustard).
- Correctly use psychological terms (e.g., bonding, attachment) and socioeconomic terms (e.g., poverty, social status) associated with human growth and development.

### Parenting and Human Development (HPD4E)

- Compare the changing needs of individuals and families throughout life.
- Identify how the needs of individuals and families are met at various stages of the life cycle.
- Describe the role of the community in meeting individual and family needs during childhood and adolescence, on the basis of practical experience in a community setting.
- Analyze the role of peers, youth workers, and others in the social and emotional development of school-age children and adolescents, as observed in a real-life setting.
- Demonstrate an understanding of the different ways in which children and adolescents perceive right and wrong (e.g., children view right and wrong in terms of reward and punishment; adolescents have internalized a code of moral behaviour).
- Compare how children of different ages demonstrate moral thinking (e.g., by taking a stand, showing empathy, recognizing injustice, demonstrating tolerance).
- Demonstrate an understanding of how the parental responsibility for the nutritional well-being of children and adolescents is best fulfilled.
- Explain how parents gradually increase the responsibility of children and adolescents for making informed decisions (e.g., offer toddlers two choices, offer preschoolers more choices, allow school-age children to decide for themselves).
- Explain the role of social-service organizations in supporting children and families when problems arise.

## PEDAGOGY

### Principles of a Rights-Based Pedagogy

UNICEF Canada supports the use of a rights-based, participatory and action-oriented pedagogical approach. Activities included in this resource are intended to expand students' critical and creative thinking skills. There is much room for interpretation so that teachers can easily adapt activities to best suit their classroom. Despite the flexibility of activities, each activity puts considerable emphasis on open-ended questions, interpretation, role-playing and discussion for both students and teachers. In consultations with youth during the development of these activities, there was a general consensus that activities featuring opportunities to discuss and role-play were more engaging, enjoyable and memorable for students.

To facilitate this we suggest that you set and post guidelines for group and class discussions. These should be developed with the students, linked with their rights, and can include such behaviours as listed below.

### GUIDELINES FOR GROUP AND CLASS DISCUSSIONS

- **You have a right to freedom of association. Establish group memberships.** The students should have input into decisions about group composition. Ideally groups should comprise about five students to enable each to participate fully. Maintaining the same group for a semester is beneficial as it allows for a comfortable and predictable environment in which to learn, and it avoids the need to repeatedly spend time determining groups.
- **You have a right to talk and a responsibility to listen.** When one person talks, the rest of the class looks at and listens to the speaker. The teacher can help by modeling listening.
- **You have a right to participate and a responsibility to promote the participation of others.** Each member of the group should have equal opportunity to express ideas. It can be helpful to have some sort of object that denotes turn-taking in the group that is passed around to each member of the group. The student speaks when holding the object and listens when not. If there is a dominant group member, the group may want to limit time - an egg-timer in the middle of the group can work here. Note also that the right to participation does not mean that the student must participate. A student's decision to not contribute at certain times or in relation to certain issues should be respected. Students also can be given the option of written comments that are kept confidential.
- **You have a right to freedom of expression and a responsibility to respect the rights of others.** The speaker may always disagree with others, but must never insult, ridicule or make judgmental comments. These violate the rights of the listeners. Similarly, rights to freedom of information are restricted by the need to respect the rights and reputations of others.

*Reference: Cape Breton University Children's Rights Centre*

### Performance Assessment

The use of an extensive range of assessment strategies, both reflective and traditional, allows for ongoing feedback to students and teachers, to ensure that intended learning outcomes are met. Assessment strategies should reflect the full range of student learning in relation to children's rights, and therefore must incorporate a variety of assessment activities. By giving students a variety of opportunities to demonstrate their knowledge and skills, the diverse backgrounds, needs, and learning styles of individual students may be taken into consideration.

Performance assessment may include, but need not be limited to:

- Formal and informal observations
- Teacher-made and other tests
- Oral and written communication tasks
- Self-assessments
- Learning logs/journals (what I did, what I learned, what questions I still have)
- Reflective writing
- Questionnaires
- Student-teacher interviews
- Peer feedback/assessment (perhaps ask what students think their friends who have not taken the curriculum would do in a particular situation vs. what they, themselves, would do)
- Activity-based tasks/problems
- Observation of what students do and say, making anecdotal records

- Development and application of specific criteria to assess student performance (e.g., rubrics, rating scales, checklists)
- Examination of students' work and application of criteria in assessment.

Reference: Cape Breton University Children's Rights Centre

## TIPS FOR TEACHING GLOBAL EDUCATION

- **Avoid Us vs. Them** — Avoid activities that teach an Us vs. Them mindset. (e.g., white vs. black, rich vs. poor, developed world vs. developing world).
- **Teach Complexity** — Challenge yourself to find both the positive and negative. Avoid showing only negative images/views and generalizing about huge categories of people, like Africans, or the developing world. This 'otherizes' people and can lead to stereotypes.
- **Beyond Charity** — Get students to identify activities and actions that go beyond giving money, by exploring local and national connections to global issues and including critical analysis of global systems that lead to unequal distribution of resources.
- **Foster Critical Literacy** — Foster critical thinking skills and the ability to see complexity in all issues. Avoid seeing issues in black and white terms (e.g., you're either with us or against us).
- **Take Multiple Perspectives** — Have students take multiple perspectives on an issue — try to have more than only two perspectives. Ask students to identify and explore perspectives other than their own.
- **Encourage Self-Reflection** — Encourage students to make connections between themselves, their own communities and countries, and global issues.
- **Foster Student Agency** — Use activities where students can apply their learning by taking concrete actions inside *and* outside the classroom.
- **Encourage Complex Identity Exploration** — Encourage activities where students can explore, appreciate and critically reflect upon the multiple communities and groups to which they belong (e.g., race, class, religion, local community, multiple nations, sexuality, ethnicity).
- **Connect Local to National and Global** — Encourage students to find connections between issues at their local level (e.g., school, neighbourhood) to larger national or global issues.
- **Go Beyond Social Studies** — Global education is not just for social studies. Encourage students to 'think globally' in all topics and across all grades and subject areas.
- **Don't Escape Debate** — Sometimes an aversion to conflict steers us away from tackling issues that may provoke disagreement and debate. Help students learn to disagree respectfully. Respectful debate and disagreement is a healthy part of a democratic classroom, and society!
- **Build On Students' Knowledge** — Research suggests that students of all ages — even primary students — are exposed to real life issues and are interested in learning more. Draw out their existing knowledge about global issues to help connect them to these issues.
- **Encourage Active, Inquiry-Based Learning** — Give students choice in what and how they learn, and find ways to promote democratic decision-making in your classroom and school.

## Dealing with Sensitive and Controversial Issues

The activities in this guide provide the opportunity for students to address some sensitive and potentially personal issues. Below are some suggestions and references for teachers who would like support in dealing with sensitive issues in their classroom.

### Dealing with abuse

The Ontario Human Rights Code requires all teachers and youth workers to report any evidence of child

abuse to the proper authorities. The Children's Aid Society's Web site provides a good overview of adults' responsibilities, contact information and processes on its FAQ page:

[ocas.org/childwelfare/faqs.htm#when](http://ocas.org/childwelfare/faqs.htm#when)

It is also important to provide students with ways to seek help on their own. The Kids Help Phone offers counseling and referral services for children and teens. For more information, contact: 1 866 863 0511 (TTY 1 866 863 7868); [kidshelpphone.ca/teens/home/splash.aspx](http://kidshelpphone.ca/teens/home/splash.aspx)

### Dealing with sensitive issues

If students learn to listen to and respect the thoughts and feelings of others, then handling sensitive issues is less problematic. Meaningful dialogue requires an environment that feels safe.

Nonetheless, there may be issues raised for discussion that can cause discomfort to either students or teachers. Although some may prefer to avoid dealing with sensitive issues, their discussion in the classroom allows for invaluable learning about diversity and tolerance in a safe environment. When students are dealing with controversial issues, it is particularly important that they understand that it is acceptable to ask questions and to seek further information. They must also understand that it is important to listen respectfully to all opinions, with the underlying premises that there is no one right way to think and that there is no such thing as a stupid question.

If students present thoughts that are obviously 'wrong' or biased (e.g., anti-gay comments), the teacher should respond by asking questions in a non-judgmental way to challenge the students' assumptions, and to promote research into learning more about the issue. Of course, no student should be pressured to divulge personal information.

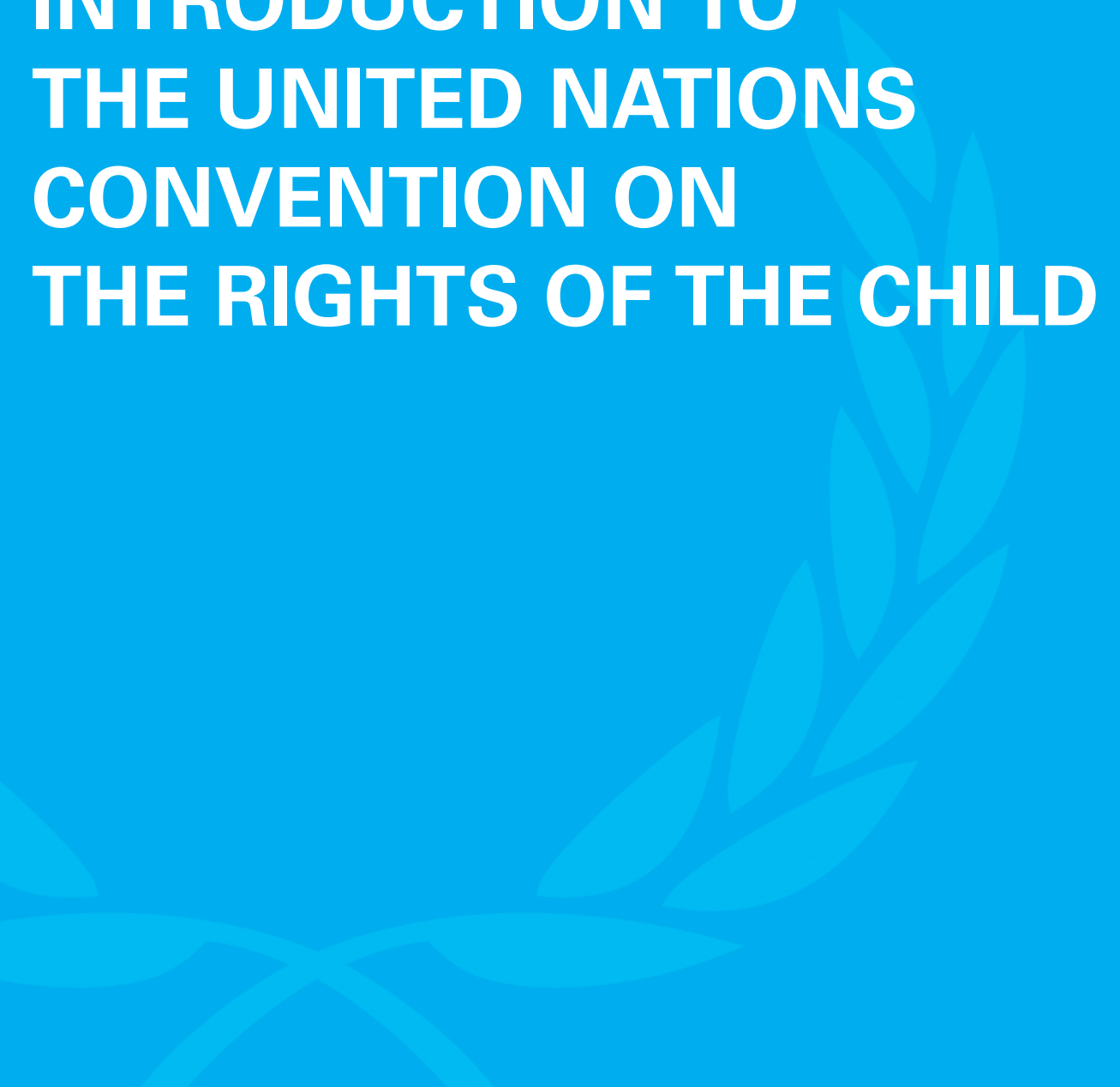
Students, when uncertain, may ask for the teacher's opinion. It usually is preferable for the teacher to state that there are a variety of perspectives and offer more than one before redirecting the question to the rest of the class. Remember, the teacher should talk with the students rather than at them.

### GUIDELINES FOR DEALING WITH SENSITIVE OR CONTROVERSIAL ISSUES IN CLASS

- Set clear objectives for activities (e.g., provoke debate, learn conflict management skills, express opinions clearly and respectfully, learn to disagree respectfully).
- Set clear ground rules for class discussions with students.
- Don't avoid or escape disagreement. This shows discomfort.
- Create a mutually respectful classroom climate from the beginning.
- Encourage students to see multiple perspectives on an issue – not just one or two.
- Foster active listening skills (e.g., have students rephrase or write down others' opinions).
- Encourage students to see that no one person has the 'correct' or only answer.
- Encourage students to recognize the differences between opinions, feelings, beliefs, perspectives and facts.
- Encourage students to reflect on their own perspectives and how their backgrounds, biases and beliefs affect their reactions and opinions in relation to controversial topics.
- If conflict does erupt, remind students of your agreed ground rules.

For further information and resources on dealing with sensitive issues in your classroom, the Toronto District School Board has released Guidelines for Dealing with Controversial and Sensitive Issues – [tdsb.on.ca/\\_site/ViewItem.asp?siteid=15&menuid=8975&pageid=7864](http://tdsb.on.ca/_site/ViewItem.asp?siteid=15&menuid=8975&pageid=7864); as well as a Teaching Resource for Dealing with Controversial and Sensitive Issues – [tdsb.on.ca/wwwdocuments/programs/Equity\\_in\\_Education/docs/CSI%202003.pdf](http://tdsb.on.ca/wwwdocuments/programs/Equity_in_Education/docs/CSI%202003.pdf).

# INTRODUCTION TO THE UNITED NATIONS CONVENTION ON THE RIGHTS OF THE CHILD



# SURVIVE AND THRIVE: CHILDREN'S RIGHTS CHART (R)



## PURPOSE:

By the end of the activity, students will have:

- Become familiar with the significance and concepts of the United Nations Convention on the Rights of the Child
- Develop cooperation and discussion skills.

## RESOURCES:

- Three large sheets of paper or bristol board with one of the following titles written at the top of each sheet: Rights to Survival; Rights to Protection; Rights to Development
- Glue
- Markers
- Rights Cards cut out (see Appendix C)
- One photocopy of the Convention (summary) for each student (see Appendix A)

## ACTIVITY

1. Ask each student to write down the three most important things that they need to survive. In small groups, ask students to present their top items for survival and discuss them.
2. Then ask the students to discuss the meaning of the chart headings: survival, protection and development (see below for official definitions by UNICEF). For about ten minutes, students will discuss what they think children and youth need to survive, why they might need protection and from what, and what they need to develop. Ask them to come up with five reasons why not all children in the world have their rights respected (e.g., poverty, war, racial discrimination, geography, gender discrimination, sexual discrimination). Groups will report their ideas during a brief class discussion.

**Survival** – All children, regardless of who they are and where they live, must have the essentials they require to live as human beings – basic standards without which people cannot survive and develop in dignity. They include food, water and shelter, and are inherent to every human person, inalienable and universal. The majority of deaths in children under the age of five years are due to a small number of common, preventable and treatable causes such as pneumonia, diarrhea, malaria, malnutrition and neonatal conditions, occurring singly or in combination.

**Protection** – UNICEF uses the term 'child protection' to refer to preventing and responding to violence, exploitation and abuse against children. This includes commercial sexual exploitation, trafficking, child labour and harmful traditional practices such as female genital mutilation/cutting and child marriage. Violations of the child's right to protection take place in every country. In addition to being human rights violations, they are massive, under-recognized and under-reported barriers to child survival and development. Children subjected to violence, exploitation, abuse and neglect are at risk of death, poor physical and mental health, HIV infection, educational problems, displacement, homelessness, vagrancy and poor parenting skills later in life. The UNICEF Innocenti Research Centre works to analyze the situation and to influence policy makers, institutions and other duty-bearers to take appropriate action to significantly improve protection of the world's children.

**Development** – The Convention sets out the rights that must be realized for children to develop to their full potential – free from hunger, want, neglect and abuse. It reflects a vision in which children are neither the property of their parents nor the helpless objects of charity. They are human beings and are the subject of their own rights. The Convention offers a vision of the child as an individual *and* as a member of a family and community, with rights

**EXTENSION:**

- Ask students to look for children or young people who have done things to help young people in their community, country or around the world. Ask them to design a poster about the person and have them present their poster to the rest of the class. You can have the students post them around the school. For example, check the websites of UNICEF, Save the Children, CARE, organizations in the community and school.

and responsibilities appropriate to his or her age and stage of development. By recognizing children's rights in this way, the Convention firmly sets the focus on the whole child.

For more information on UNICEF's work in these areas:  
[unicef.org/crc/index\\_30229.html](http://unicef.org/crc/index_30229.html)

3. Distribute the rights cards equally among groups of students and have them categorize each card into one of the three categories and discuss why they feel it belongs in that category. Ask them to choose and rank their top five rights and discuss why.
4. Have students present their rights cards, how they categorized them and why to the class. There will then be a group discussion. At the end of the discussion, students can reflect on whether they would change any of their responses. They will then glue their final responses onto the chart. You can have the large group agree on their top three rights.

***For more information on the Convention:***

- Overview of the United Nations Convention on the Rights of the Child  
[canadianConvention.com/UN\\_CONVENTION/UN\\_Convention\\_on\\_the\\_Rights\\_of\\_the\\_Child-Overview.aspx](http://canadianConvention.com/UN_CONVENTION/UN_Convention_on_the_Rights_of_the_Child-Overview.aspx)
- The United Nations Convention on the Rights of the Child in full text  
[unicef.org/Convention/](http://unicef.org/Convention/)

# Clustering Cards (R)



## PURPOSE:

By the end of the activity, students will have:

- Become familiar with basic children's rights and the special needs and rights that certain groups have in society
- Become familiar with multiple perspectives of stakeholders related to young people
- Developed cooperation and discussion skills.

## RESOURCES:

- Children's Rights Chart (optional – as completed by class)
- One photocopied and cut out set of Rights Cards (see Appendix C)
- One large sheet of paper
- Scissors
- Glue

## ACTIVITY

1. Ask students to think of examples of rights and responsibilities that they have in their families/communities/schools/country. Ask them to think of who (e.g., specific adults, specific organizations) are supposed to look after their rights. Introduce the United Nations Convention on the Rights of the Child. (See Appendix C).

### Discussion Questions (Getting to Know the Convention)

- What is the United Nations Convention on the Rights of the Child?
- What is the Canadian government's role under the Convention?
- What are the roles of adults under the Convention?
- What are your roles under the Convention?

Then, distribute Rights Cards amongst students, with each student receiving one Rights Card. Ensure students read and understand their cards.

2. Instruct students to stand up, move around the room, and meet with other students. As they do so, they should explain the Convention article their card describes. If participants feel that their cards have something in common or belong together, they form a 'cluster'. They continue walking around the room together. They may add any number of additional people to their cluster if they feel that those individuals' card describe rights of a similar type.
3. As the activity proceeds, students may switch to a different cluster as they refine their thinking about the categories of rights covered by the Convention. Some young people may find that they 'stand alone' and do not belong to any of the clusters. Encourage discussion and negotiation. NOTE: Stress that there is no one 'correct' answer to this activity!
4. Once the clusters are finalized, and there is no further movement around the room, ask each cluster to decide on a name for itself that describes the rights in the cluster (e.g., Survival, Protection and Development, or Protection, Participation and Provision (the three Ps), or Health, Education and Expression).
5. Have the clusters sit down together. Call on one cluster at a time to tell the class its name, summarize the articles that belong to this category, and explain why the name suits the articles they have. As this is being done, the teacher, group leader, or several of the participants can glue the cards onto the large sheet of paper in their appropriate clusters.
6. Ask each group to prioritize their top five rights and then discuss.

**Discussion Questions**

- Were some rights more difficult to categorize than others?
- Which ones, and why?
- What seem to be the main types of rights protected by the Convention?
- Do some types of rights seem to be given more emphasis than others? If so, which ones?
- Have any rights been left out of the Convention that you feel should have been included?
- Are there some types of rights that should be given priority, or are all rights equally important?
- Are there types of children's rights that you feel your community/country does particularly well at upholding?
- Are there types of rights that should be given more attention?
- What should Canada do to make sure all childrens' rights are protected?

*Reference: It's Only Right: A practical guide to learning about the Convention, Susan Fountain and UNICEF 1995*

# Thought Experiment (R)



## PURPOSE:

By the end of the activity, students will have:

- Discussed the multiple perspectives of stakeholders caring for and working with youth
- Developed awareness of the needs and challenges of different kinds of young people and adults working with young people

## RESOURCES:

- Students will need to be introduced to the Convention prior to this activity, therefore, teachers may wish to complete the Children's Rights Chart and the Clustering Cards activities first.
- One role card per group
- One photocopy of the Thought Experiment handout for each group (on the following page)
- Access to the Convention (A poster or the Rights Cards – Appendix C)

## ACTIVITY

1. Ask each student to write a list – or draw a picture – of all the people that care for them, influence them and assist with their survival and development (e.g., parents, siblings, grandparents, teachers, community workers). Divide students into six groups. Have each student discuss this list with a partner and compare similarities and differences between different people (e.g., you could have them stand up and walk around comparing with different people as an ice-breaker).

### Discussion Questions

- How many people do you depend on every day/week/month?
- How does your list differ from other students? Why?
- What are some reasons why some people are more dependent than others (e.g., age, immigration status, personality, family structure, social situation, mental or physical ability)?

2. Put students into small groups. Each group will randomly select a card or two and answer questions from the handout. Groups will report their thoughts back to the class.
3. Have the class compare thoughts and discuss similar rights, as well as any special rights. Ask the students what the difference is between how children care for each other and how adults care for children? What are some special or unique needs of children/babies?

### EXTENSION/ALTERNATIVE:

Ask students to role-play multiple stakeholders (e.g., foster parents and foster child). Ask students to draw a poster about a particular stakeholder that illustrates their particular needs, concerns and rights. Then put these around the room and have students vote on the poster that best illustrates the concerns of that person.

## CARDS

<b>BABY</b>	<b>FOSTER PARENTS</b>
<b>CHILD WITH PHYSICAL OR MENTAL DISABILITIES</b>	<b>EARLY CHILDHOOD EDUCATION WORKER IN A DOWNTOWN DAYCARE</b>
<b>SINGLE MOTHER LIVING IN A BIG CITY</b>	<b>CHILD LIVING IN A FOSTER HOME</b>
<b>CHILD OF PARENTS WHO RECENTLY IMMIGRATED TO CANADA FROM INDIA</b>	<b>PEDIATRICIAN</b>
<b>CHILD WITH 5 YOUNGER SIBLINGS</b>	<b>ELEMENTARY SCHOOL TEACHER</b>
<b>CHILD LIVING BELOW THE POVERTY LINE</b>	<b>CHILD OF REFUGEE PARENTS FROM A COUNTRY AT WAR</b>

## THOUGHT EXPERIMENT

**What makes this person's situation unique?**

**What special needs might this person have?**

**What challenges might they face?**

**Why would having rights be important to this person?**

**Are there any rights in particular that may be especially important to this individual?**

**How can this individual best respect children's rights?**

# Conflict Cartoons



## PURPOSE:

By the end of the activity, students will have:

- Learned multiple strategies for managing conflict arising from differing perspectives on rights
- Developed an understanding of how rights come into conflict.

## RESOURCES:

- Two copies of the rights in conflict cartoons for each group of four students (see following pages)

## Note to teachers

For more information on strategies to resolve conflict, read *Tips on Mediating or Resolving a Conflict*: [conflictmediation.net/tips.html](http://conflictmediation.net/tips.html)

## ACTIVITY

1. Divide students into groups of four. Ask students to think of a past conflict with a friend, a sibling or a family member and how they resolved it. Ask each small group to brainstorm a list of five strategies for resolving conflict peacefully.
2. Have the small groups present their tips for resolving conflict and make a master list. Ask them to suggest which strategies are most effective in which circumstances. Add to it from the list below. Then, give each group two copies of each cartoon.

## GROUND RULES FOR MANAGING AND RESOLVING CONFLICT

- **Be specific about what is bothering you.** For example: "When you play your music very loudly, it makes me feel annoyed and I can't do my work. I would appreciate it if you could turn it down, please". Vague complaints are hard to work on.
- **No 'hitting below the belt.'** Don't make the conflict personal or bring up private issues related to the individual.
- **Don't accuse.** If you accuse someone, it can shut down dialogue. Instead, explain your own feelings in relation to the situation.
- **Don't generalize.** Avoid words like 'never' or 'always.' Generalizations are usually inaccurate and can usually aggravate the conflict.
- **Articulate clearly.** If you are able to clearly articulate your perspective to someone else honestly and directly, it can be a very powerful way of building relationships with people. If you feel your emotions may overwhelm you, walk away until you are able to speak calmly.
- **Stay calm.** Try not to overreact to personal difficulties. If you remain calm, it is more likely that people will be able to hear your viewpoint.
- **Avoid the silent treatment.** When one person becomes silent and stops responding to the other, frustration and anger can result. The way to resolve conflict usually involves an honest conversation between people.
- **Avoid 'make believe'.** Exaggerating or inventing a complaint – or your feelings about it – will prevent the real issues from surfacing.
- **Deal with only one issue at a time.** Don't suddenly tell people all the things about them that bother you. It may overwhelm them and make it difficult to resolve the conflict.
- **Don't stockpile grievances over time.** Storing up lots of grievances and hurt feelings can only make things worse.

*Adapted from: Counseling and Mental Health Center, The University of Texas at Austin. <http://cmhc.utexas.edu/booklets/fighting/fighting.html>  
Courtesy UT Counseling and Mental Health Center, The University of Texas at Austin.*

**EXTENSION:**

Have students write a short dialogue, song or role-play of a particular conflict and how to manage it. Then have the students vote on which scenario shows the best resolution of conflict.

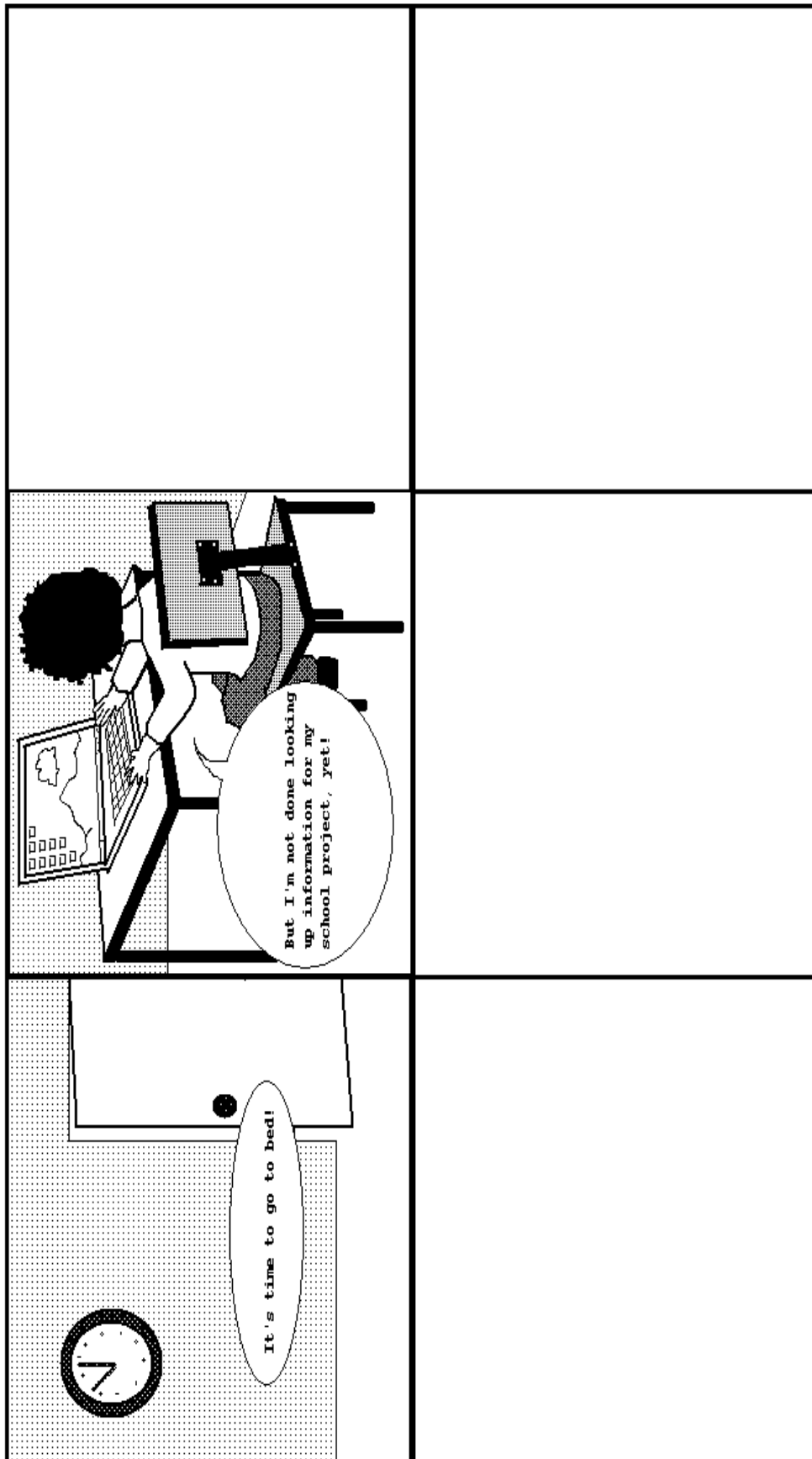
3. Have students complete one copy of each cartoon from the perspective of the child and the other copy of each cartoon from the perspective of the adult/babysitter. Upon completion, facilitate a large group discussion.

**Discussion Questions**

- When rights are in conflict, how do you decide which rights get priority?
- Can each of the parties in the situation use articles from the Convention to support their views?
- What do you think would be the best resolution of this problem?
- Is your solution realistic?

*Adapted from: Children's Rights Curriculum Resource (Grade 8), CBU Children's Rights Centre.*

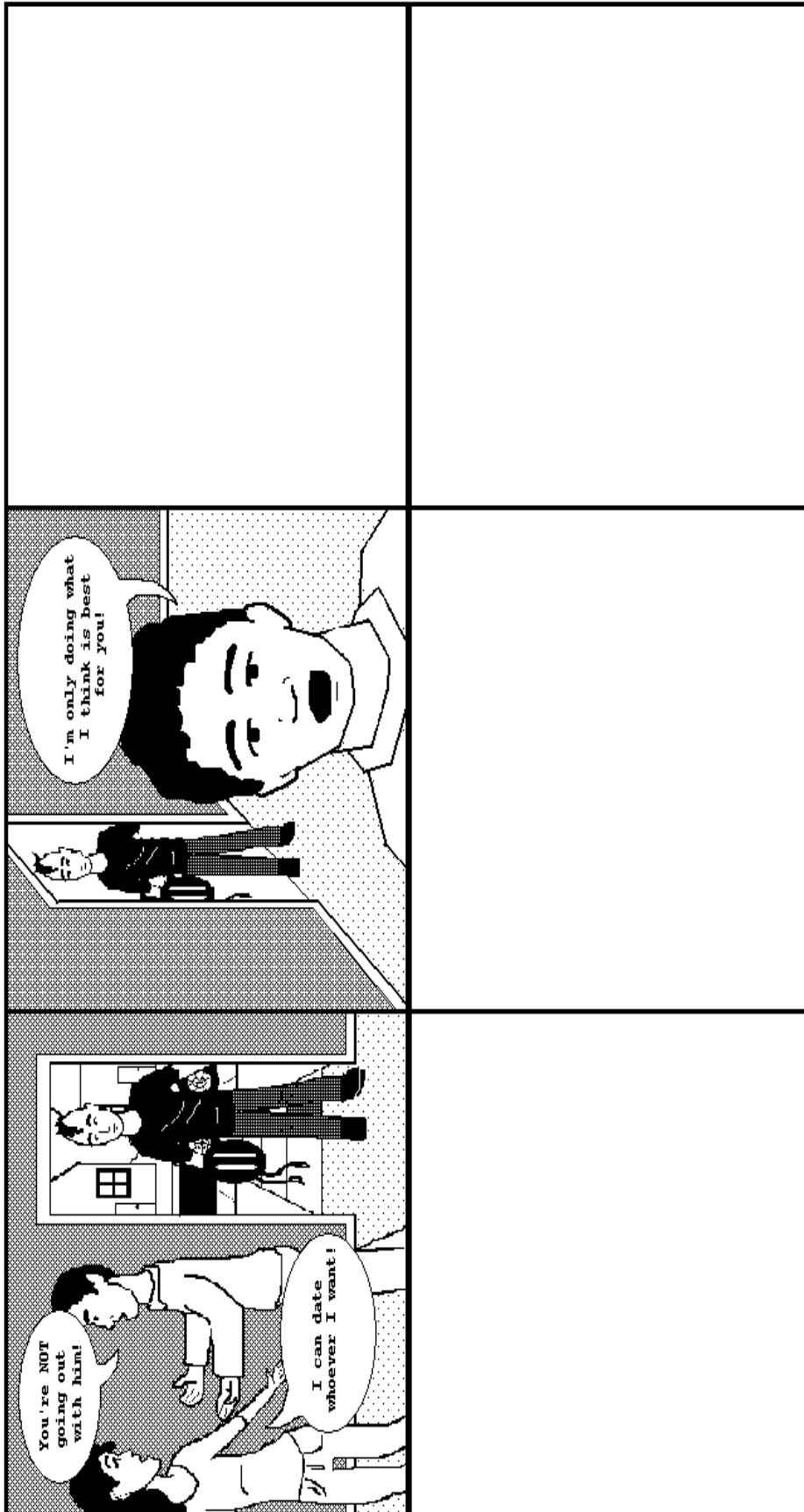
## CONFLICT CARTOONS



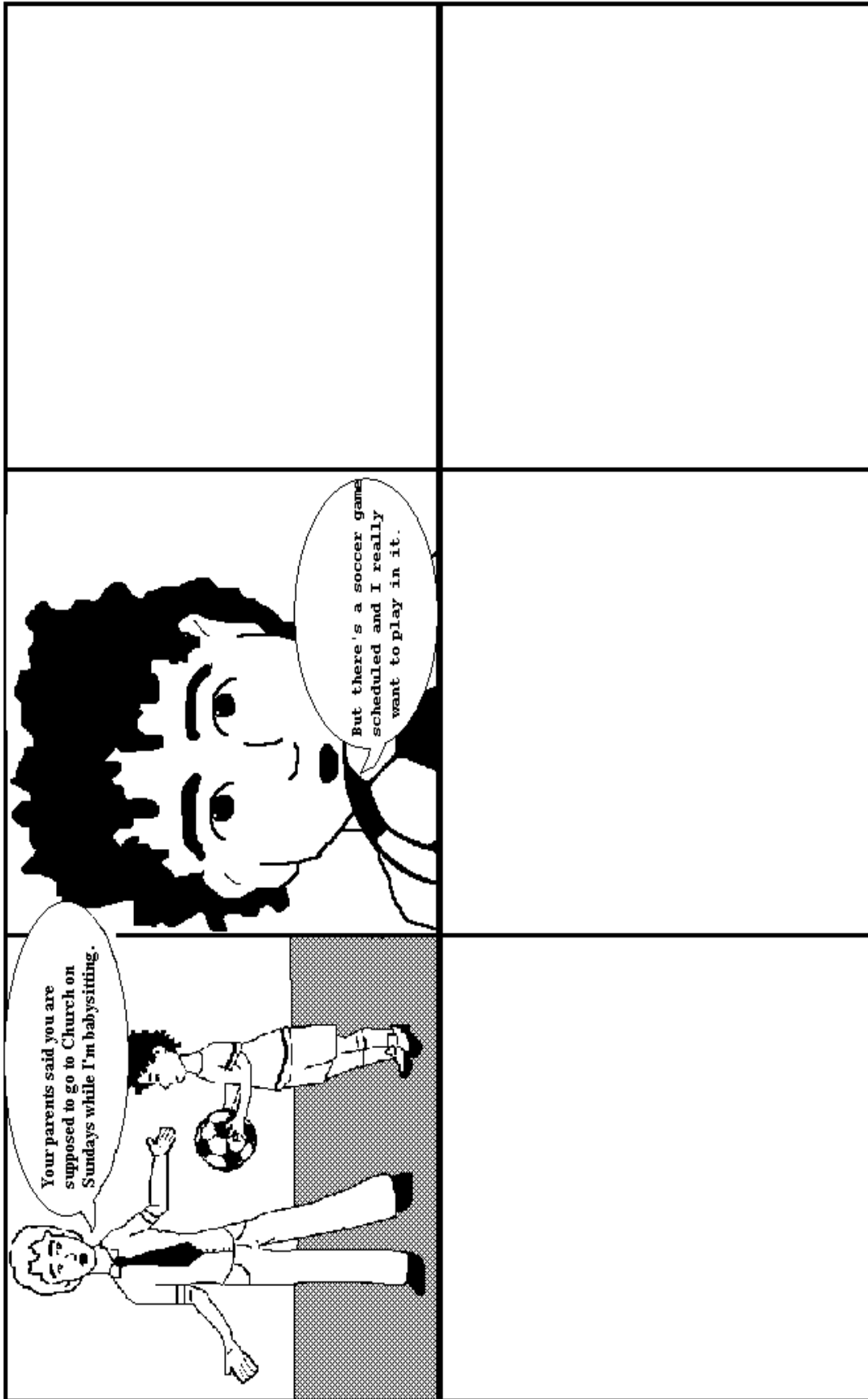
## CONFLICT CARTOONS



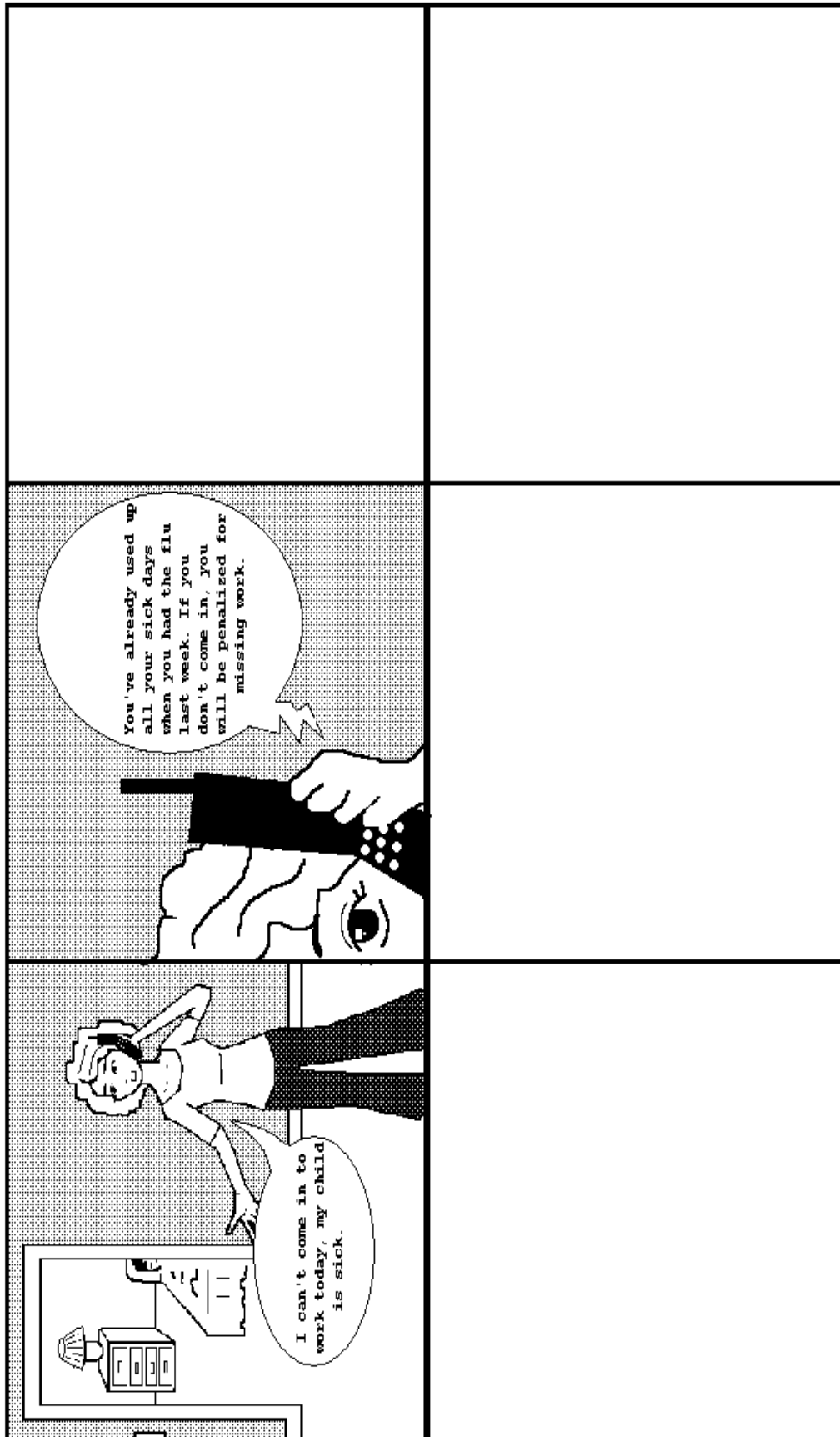
# CONFLICT CARTOONS



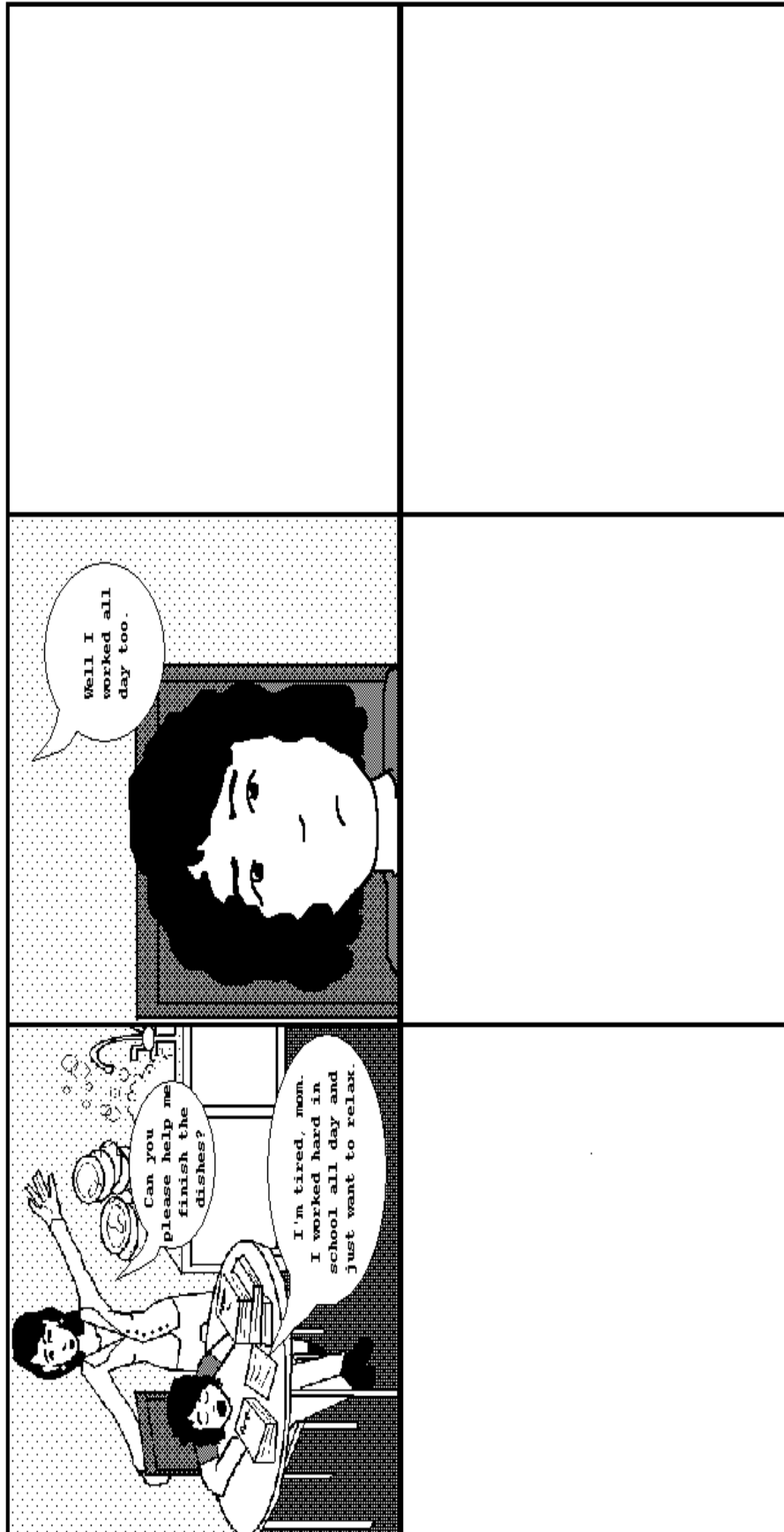
## CONFLICT CARTOONS



## CONFLICT CARTOONS



## CONFLICT CARTOONS



# Wants Versus Rights (R)



## PURPOSE:

By the end of the activity, students will have:

- Learned the difference between rights and wants
- Developed cooperation, discussion and prioritizing skills.

## RESOURCES:

- One photocopied and cut out set of Wants versus Rights Cards for each pair of students (see Appendix B)
- Blank cards for adding eight items

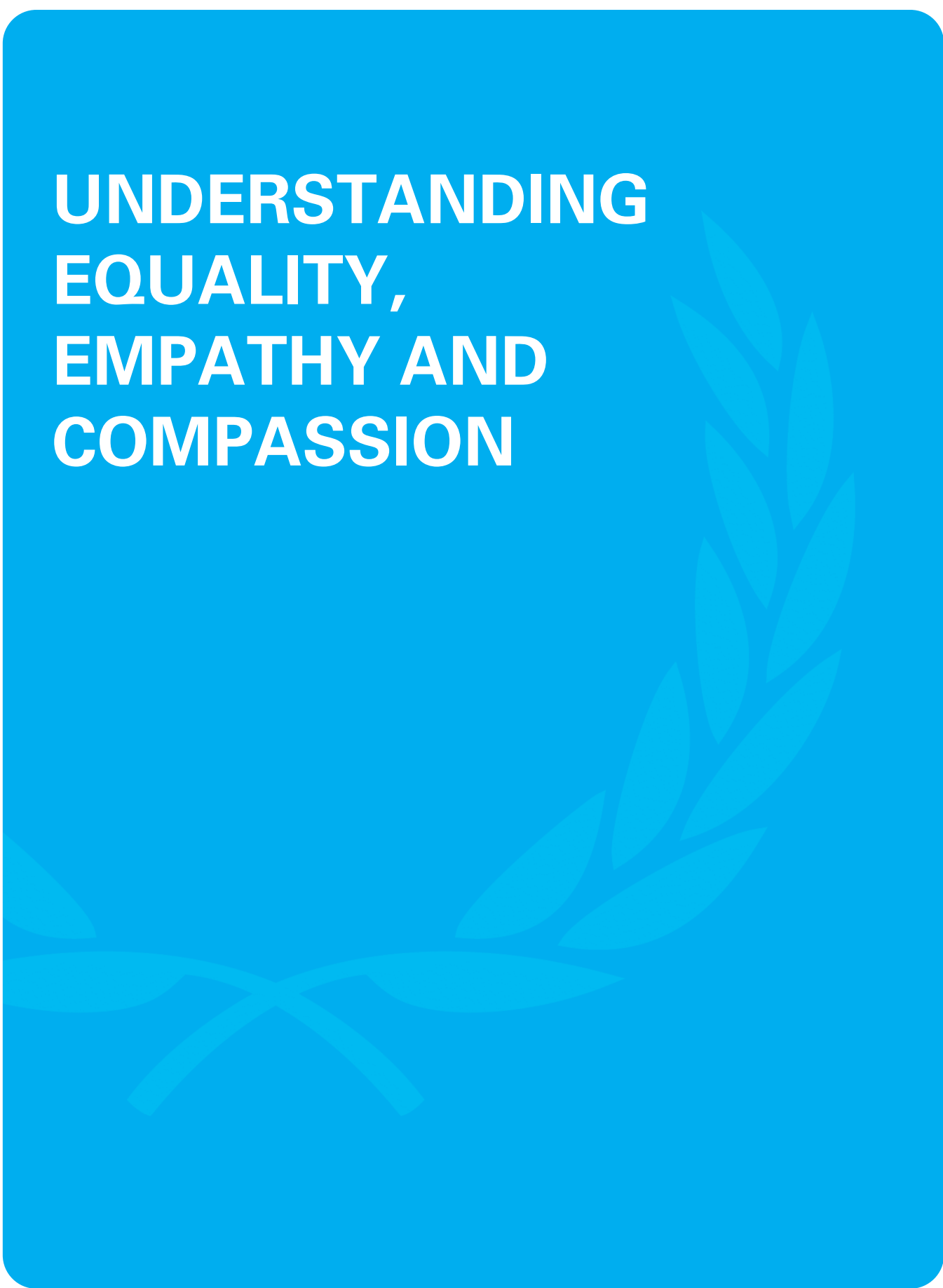
## ACTIVITY

1. On the board, write 'Want' on one side and 'Right' on the other side. Ask them briefly to describe the difference between a want and a right. Have the students form pairs and discuss some of their wants and some of their rights, making a short list. Then, give each pair a set of Wants versus Rights Cards.
2. The pairs will decide together on eight additional items, and write/draw them on the blank cards.
3. Ask the pairs to decide which eight items they are willing to give up, and have them return these cards to the facilitator.
4. When all pairs have done this, announce that still further cuts in what can be provided to young people must be made, and ask the pairs to eliminate another eight items from their lists.
5. Discuss the process of elimination with the entire class.

## Discussion Questions

- Which items were most commonly eliminated in the first round? Why?
- Was the second round of elimination more difficult than the first? Why?
- Did you and your partner have any disagreements over the items to eliminate? Which ones? Why?
- What is the difference between wants and rights? Which items on the list were wants and which ones were rights?
- Do wants and rights differ for different people? Why or why not?
- Do wants and rights differ for different cultural groups? Why or why not?

# UNDERSTANDING EQUALITY, EMPATHY AND COMPASSION



# Stepping Out (R)



## PURPOSE:

By the end of the activity, students will have:

- Developed awareness about the inequalities of opportunity in society
- Developed empathy skills
- Increased their understanding of possible personal consequences of belonging to certain social minorities or cultural groups.

## RESOURCES:

- One role card per student (see following page)
- Situations sheet for the teacher/facilitator (see following page)
- An open space (e.g., a corridor, large room or outdoors)

## ACTIVITY

1. Explain to the students that they are going to be asked to step into someone else's shoes. They will be told who they are going to be, and they will need to use their imagination to respond to questions as that person.
2. Hand out the role cards at random, one to each student. At least three students should be handed the 'You are yourself' card, unless teachers choose not to include this card. Tell all the students to keep their roles secret.
3. Line the students up and ask them to begin to get into their role. To help them, read out some of the following questions, pausing after each one, to give the students time to think and build up a picture of themselves and their lives.

### Reflection Questions for Getting into the Role

- What was your childhood like?
- What sort of house did you live in?
- What kind of games did you play?
- What sort of work did your parents do?
- What is your everyday life like now?
- Where do you socialize?
- What do you do in the morning, in the afternoon, in the evening?
- What sort of lifestyle do you have?
- Where do you live?
- How much money do you earn each month?
- What do you do in your leisure time/during your holidays?
- What excites you and what are you afraid of?

4. Tell the students that you are going to read out a list of situations or events. Every time they can answer 'yes' to the statement, they should take a step forward. Otherwise, they should stay where they are and not move.
5. Read out the situations one at a time. Pause for a while between statements to allow students time to step forward and to look around to take note of their positions relative to each other.
6. At the end, invite everyone to take note of his or her final position. Then give them a couple of minutes to come out of their role before debriefing.

7. For the debriefing and evaluation, start by asking the students about what happened and how they felt about the activity. Talk about the issues raised and what they have learned.

### Note to teachers

The 'You are yourself' card can be omitted from the activity if teachers are worried that students may not want to reveal information about themselves through the activity.

### Discussion Questions

- How did the students feel when they stepped forward?
- How did they feel when they were not stepping forward?
- For those who stepped forward often, at what point did they begin to notice that others were not moving as fast as they were?
- Can the participants guess who was who? (Read out some of the more extreme roles.)
- How easy or difficult was it to play their role? How did they imagine what the person they were playing was like?
- Did they judge the person they were playing or any other people being portrayed?
- Are they sure the information and the images they have of the characters are reliable? Or are they based on stereotypes and prejudice?
- Does the exercise mirror society in some way? How?
- What are the rights that some people are denied?
- What first steps could be taken to address the inequalities in society?

## ROLES

<p>You are yourself.</p>	<p>You are whoever you would like to be.</p>
<p>You are a single mother who has three children and works as a day-care worker and also at a store in the afternoons.</p>	<p>You are a 16-year-old pregnant school girl.</p>
<p>You are the parent of a child with a physical disability.</p>	<p>You are a 10-year-old who frequently has to babysit your three younger siblings while your parents work long hours.</p>
<p>You are a 13-year-old student with learning difficulties.</p>	<p>You use spanking to discipline your young child, including in public.</p>
<p>You are whoever you would like to be.</p>	<p>You are a world-famous actress with no children. (Insert name here.)</p>
<p>You are a pregnant woman who cannot quit smoking during pregnancy no matter how hard you try.</p>	<p>You often have to use coupons to buy necessities like food.</p>
<p>Your three children are on a hockey team. Hockey can be expensive so you have to miss most of their games to work overtime and earn more money.</p>	<p>You are the Prime Minister of Canada.</p>
<p>You are in grade 12 and have been recruited to play college basketball.</p>	<p>You are 14, and your father is an unemployed alcoholic.</p>

## SITUATIONS

(to be read aloud by the teacher)

1.	You have always had enough money to do as you wanted.
2.	You feel like you have a nice home.
3.	You feel that you are respected by everyone.
4.	You feel your opinions count and people listen to you.
5.	You have completed or will complete high school.
6.	You are not afraid to be stopped by the police.
7.	You know where to turn to for advice and help if you need it.
8.	You have never felt discriminated against.
9.	You can see a doctor and get medicine when you need it.
10.	You can go away on holiday once a year.
11.	You can invite friends to your home any time.
12.	You have an interesting life and are positive about the future.
13.	You feel you can study and follow the profession of your choice.
14.	You are not afraid of being harassed or attacked in the street.
15.	You can go to the movie theatre at least once a week.
16.	You can fall in love with the person of your choice.
17.	You eat healthily and what you want.
18.	You can use and benefit from the Internet.
19.	You can easily go out with your friends.
20.	You can work for money.

# What's Fair?



## PURPOSE:

By the end of the activity, students will have:

- Clarified their ideas about what is 'fair' and what is 'unfair' as a way of introducing the ideas of justice and injustice
- Discussed techniques used in child care
- Discussed some of the challenges faced by parents or caregivers.

## RESOURCES:

- One set of four What's Fair? situations for each pair of students (see next page)
- Scissors
- Glue
- One large sheet of paper with columns headed 'fair', 'unfair', and 'unsure'

## ACTIVITY

1. Have the students form pairs and discuss a situation in their lives in which something was unfair, including why they felt it was unfair. Ask the students what makes something fair or unfair. Then, ask them to read through their four What's Fair? situations. Have them cut the situations cards and sort them into three categories: those in which they think the individual was treated in a way consistent with their rights; those in which they think the individual's rights may have been violated; and those they are not sure about.
2. When this is done, ask each pair to join with another pair that had four different What's Fair? situations. When they have reached a consensus as to whether a situation is fair or unfair to the individual involved, have them glue it onto the large paper under the heading 'fair', 'unfair' or 'unsure'.
3. Debrief the activity with the whole class using the questions below.

### Discussion Questions

- What kinds of situations were described as fair? Why?
- What kinds of situations were described as unfair? Why?
- What needs to be done to make the unfair situations fair?
- Were some situations difficult to decide upon? Why?
- What can governments, organizations, teachers, students do to ensure that young people are treated fairly?
- What can you do when you see someone is being treated unfairly?

### EXTENSION:

Students can discuss a set of rules for classroom and/or school management that they feel are fair to all, and then post them in the classroom. Students can also brainstorm a list of situations in their community/country that they believe are unfair, do some research as to the causes and consequences of these situations and propose solutions. See below for examples.

## WHAT'S FAIR?

### SET 1

<p>Nadia lives in South Asia. As in many countries around the world, it is common practice in her household for females to eat last and least. The women typically get what's leftover when the men are finished eating. Women do much of the heavy work but only eat about half as many calories as the men. Is this fair to Nadia?</p>	<p>Kyoko, a 15-year-old, wants to take a sexual health education class offered as an elective at her high school. Kyoko's parents will not allow her to attend and will not sign the permission slip needed to enroll. They think she is too young to learn about sex. Is this fair to Kyoko?</p>
<p>Sylviana is a 15-year-old single parent. She had to take time off from high school to have her baby and take care of him. Sylviana is now 17 and wants to finish high school but cannot because she cannot afford child care for her son. Is this fair to Sylviana?</p>	<p>Create your own 'What's fair' scenario.</p>

### SET 2

<p>Ali is a father of a toddler, Samir. Samir has recently become quite interested in exploring his surroundings. He is particularly interested in the cat litter at the top of the stairs to the basement. Ali is very worried Samir may try to eat the cat litter or fall down the stairs. So when Samir begins to wander toward the litter and stairs, Ali spansks Samir and firmly tells him "NO!" Is this fair to Samir?</p>	<p>Mi-Gyung just turned 16 and has received an allowance since her 10<sup>th</sup> birthday. When she was first given an allowance of \$15 per week, she and her parents decided she would put \$5 in a savings account to use for university, \$5 in a personal account to use as she pleases, and \$5 in a separate account to use for charity. Mi-Gyung spent the money from the personal account over the past 5 years and wants to use the money from her university account to buy car insurance for her first year of driving. Mi-Gyung 's parents tell her the money is for university and they will not allow her to use it for anything else. Is this fair to Mi-Gyung ?</p>
<p>Billy is ten years old, and likes to go to school. However, his family needs him to get a job to earn some money because there are younger children to feed. So Billy does not get to finish primary school. Is this fair to Billy?</p>	<p>Create your own 'What's fair' scenario.</p>

# Education for All (R)



## PURPOSE:

By the end of the activity, students will have:

- Enhanced their understanding of the impact of poverty on education
- Increased awareness of how countries are not meeting their commitments to children's rights around the globe.

## RESOURCES:

- Internet
- Computers

## ACTIVITY

1. As a class, write the following questions on the board and discuss in a large group.

### Discussion Questions

- What is the purpose of education?
- Why is it important?
- What are some ways to see if it is of equal access and quality for all citizens?
- What are some reasons why education is not of equal access and quality for all people in Canada/the world?

Be sure to consider attendance, drop-outs, supplies, infrastructure, learning environment, gender bias, achievement and higher education. Ideas, thoughts, and facts should be written on the board for students to reference during their group work for this activity.

2. Ask students to brainstorm ways to measure a country's development, social equality, and education system (e.g., GNI per capita, primary school enrollment, literacy rates), and develop a master list of measures they will research from different countries to learn more about their education systems. Ensure this list remains accessible to students for the second part of the activity.
3. Divide the students into small groups and have each group choose a country to research information/data from the master list. Have the students choose a country from the list below to ensure that countries with different socio-economic levels and cultures are chosen. Ensure Canada is chosen by one group as a point of comparison in the class discussions. Suggested websites for students to reference are listed below.

### Countries:

Canada	Mexico
United Arab Emirates	India
Romania	Iceland
Myanmar	Sudan
Uganda	Bangladesh
China	Moldova
Niger	Thailand
Iraq	Brazil
Philippines	Poland

4. Create a table for the class – on the board, chart paper or smart board – which includes the countries and indicators, onto which each group can record its collected data once it has completed its research.
5. Have each group take on the perspective of a parent who is sending his or her child to school. Ask them to make a list of concerns about sending their child to school in their country. Each group will discuss with the class their thoughts and ideas.

### Discussion Questions

- What surprises you about the findings? Why?
- What are the similarities and differences between education in their country and education in Canada?
- What are the relationships between the data collected (e.g., GNI and literacy rates)?
- How can lack of access to education affect a country in the long-term?
- How do you think the education difficulties caused by poverty in a country will affect the children's futures? Will they affect all children the same way? If not, who will be affected more and why?
- What needs to be changed in some of the countries to make education consistent with children's rights under the United Nations Convention on the Rights of the Child?

### Websites

- The World Bank: [data.worldbank.org/indicator](http://data.worldbank.org/indicator)
- Children's Rights Information Network: [crin.org/](http://crin.org/)
- UNICEF Statistics and Monitoring: [unicef.org/statistics/index\\_countrystats.html](http://unicef.org/statistics/index_countrystats.html)

*Adapted from: Children's Rights and Global Citizenship (Grade 12), CBU Children's Rights Centre, 2003*

# CONFLICT RESOLUTION



# Family Role Play



## PURPOSE:

By the end of the activity, students will have:

- Learned and evaluated some solutions to conflict
- Discussed techniques used in child care
- Discussed some of the challenges faced by parents or caregivers.

## RESOURCES:

- One photocopy of the role card for each student
- Teachers may wish to do this activity in the jigsaw format

## ACTIVITY

1. Have students form groups of three and give a different role card (A, B or C) to each member of the group. Instruct them to read these over in silence without showing the others in the group.
2. Ask students to argue their own perspective while discussing ways to resolve this situation. They should use the questions below to guide their discussion.

### Discussion Questions

- What concerns you about this particular situation?
- What do you view as the cause of your situation?
- What needs are not being met?
- What would you change to make this situation better for you?
- How could you change this situation to make it better for everyone involved? Be sure to consider Joey's rights as a child when discussing this question.

### A. Babysitter

I do not really enjoy babysitting. I'm not very good at it. I do not like Joey, the 4-year-old I typically babysit. He always throws a temper tantrum when his father leaves for work. I don't know how to calm him down. If I'm in a good mood and have patience, I will try to bribe him to calm down by offering to play his favorite game – which usually takes two long hours to play – or I'll offer to bake cookies for him. Sometimes, if I've had a bad day at school, I don't have the patience to negotiate with him. Instead, I'll just yell at him and send him to his room where he'll cry. I may quit if Joey continues to be such a brat.

### B. Father

Being a single parent is hard. Joey's mother is not in the picture and I have no family to help with child care when I'm working. All of the daycare facilities have waiting lists and it's hard to find a babysitter to work past 10:30 p.m. (most available babysitters are in high school and have a curfew). Because of this, I can only work afternoon shifts from 3:00 p.m. to 10:00 p.m. I do not enjoy working in the afternoon, but I do love spending lots of time in the mornings with Joey. Unfortunately, Joey gets very upset when I have to leave for work. I hate to see him cry, so I try to sneak out while the babysitter distracts him.

### C. Joey

I love my dad so much. We have so much fun playing together every morning. I hate when he has to go to work and sometimes it makes me cry. It makes me really sad when I don't even get to say goodbye to him before he leaves. I try not to cry but I can't help it and sometimes my babysitter will yell at me. I wish my dad didn't have to work and we could play all day.

# Against Abuse



## PURPOSE:

By the end of the activity, students will have:

- Discussed the different forms of abuse and learned that children have a right to be protected from all forms of abuse
- Discussed the signs of child abuse
- Developed cooperative skills and group discussion skills.

## RESOURCES:

- A Few Facts about Child Abuse – cut up and placed around the room (see below)

## ACTIVITY

1. Place Facts about Child Abuse in different conversation stations around the room. Ask students to work in pairs and walk around to discuss them and see if they think the facts are true or false. Discuss as a large group.

## ANSWERS

- Worldwide, approximately **40 million children** are subjected to child abuse each year. (World Health Organization, 2001)
- Suicide is **the third leading cause** of death in adolescents around the world. (World Health Organization, 2002)
- In Canada, the U.S. and Mexico, **over 6.5 million children** are exposed annually to unwanted sexual materials over the Internet; **over 1.7 million** of these report distress from exposure to these materials. (Estes & Weiner, 2001)
- A Canadian child abuse statistics survey revealed that **56% of adolescents** rated child abuse as their top societal concern. (Bibby, 2000 (2001))
- Close to **one-third of teens between ages 14 and 19** who participated in a Canadian study had experienced some kind of childhood abuse or neglect. (Wolfe, 2001)
- **It is a myth that abuse is more common among certain groups.** Abuse happens regardless of age, race, ethnicity, socio-economic status, marital status, religion, or sexual orientation. However, young women under the age of 25 are often at greatest risk of abuse and spousal homicide. (Statistics Canada, 2005)

2. Ask the students to guess and describe the different types of abuse, as listed below.
  - **Physical** – Physical abuse includes any non-accidental injury to a child caused by an action or the omission of an action, such as a safety precaution, by the child's parent/caregiver or another person having control over the child.
  - **Emotional** – Emotional abuse occurs when a parent/caregiver continually treats the child in a negative way such that the child's sense of self worth is harmed. This includes exposure to domestic violence.

**EXTENSION/ALTERNATIVE:**

1. Have students choose a television show or movie about a family. Have the students identify an example of poor parenting from the show. Have the students present the example in class and ask the class to suggest ways to change the scenario to demonstrate positive parenting behaviour which respects the child's rights.
2. Have students look for examples of good and bad parenting or working with youth in the television shows or movies that they watch. Have them identify a video clip or photograph and present it to the class for discussion. Ask students to analyze it and suggest solutions.
3. Have the students research the responsibilities of a teacher or adult working with you in reporting suspected abuse, and the process for reporting the incident.

- **Sexual** – Sexual abuse includes any inappropriate touching for sexual purposes.
- **Neglect** – Neglect occurs when a parent/caregiver fails to provide the child with basic needs such as adequate food, sleep, safety, supervision, clothing or medical treatment.

Ask the students to form groups of three or four and discuss the questions below. Then ask them to join the rest of the class to share their ideas.

**Discussion Questions**

- What are some examples of each form of abuse?
- What are some examples of neglect?
- For each example given, identify which rights are being violated?
- What are some signs of neglect and abuse?
- What would a caretaker do if he or she suspected abuse?
- How might the rights of children in these be better protected in these situations?
- What do you do if you suspect abuse of a friend, classmate or younger student?

***For further information, view the following resources:***

- Duty to Report – Information for Youth Workers  
[springtideresources.org/resources/show.cfm?id=217](http://springtideresources.org/resources/show.cfm?id=217)
- Child and Family Services Act in Ontario  
[e-laws.gov.on.ca/html/statutes/english/elaws\\_statutes\\_90c11\\_e.htm](http://e-laws.gov.on.ca/html/statutes/english/elaws_statutes_90c11_e.htm)
- Ontario Association of Children's Aid Societies  
[oacas.org/childwelfare/faqs.htm#whatis](http://oacas.org/childwelfare/faqs.htm#whatis)

## TRUE OR FALSE

### A FEW FACTS ABOUT CHILD ABUSE

(To be placed around the room)

- Worldwide, approximately **20 million children** are subjected to child abuse each year. (World Health Organization, 2001)
- Suicide is the **8th leading cause of death** in adolescents around the world. (World Health Organization, 2002)
- In Canada, the U.S. and Mexico, **5 million children** annually are exposed to unwanted sexual materials over the Internet; few of these report distress over exposure to these materials. (Estes & Weiner, 2001)
- A Canadian child abuse statistics survey revealed **that 65% of adolescent children** rated child abuse as their top societal concern. (Bibby, 2000 (2001))
- Close to **25% of children** who participated in a Canadian study had experienced some kind of childhood abuse or neglect. (Wolfe, 2001)
- According to research, abuse is more common among certain groups. (Statistics Canada, 2005)

Source: Child Abuse Affects: [child-abuse-effects.com/child-abuse-statistics.html](http://child-abuse-effects.com/child-abuse-statistics.html)

Adapted from: Children's Rights Curriculum Resource (Grade 8), CBU Children's Rights Centre

# The Rights Way to Discipline a Child (R)



## PURPOSE:

By the end of the activity, students will have:

- Learned to apply appropriate use of positive parenting and discipline techniques to resolve conflict between parents and young children (e.g., avoiding all forms of physical or emotional violence, setting limits, appropriate time out, offering choices)
- Considered the rights of the child in the disciplinary action.

## RESOURCES:

- Situation Cards (see below)

## ACTIVITY

1. Divide students into groups of two.
2. Ask each pair to choose one of the situations below and discuss appropriate and inappropriate ways of disciplining in that situation. Students will base their considerations on article 19 of the United Nations Convention on the Rights of the Child.
3. Ask each pair to act out for the class one inappropriate and one appropriate way of disciplining in their given situation. Within each pair, one student will role play the child and the other student will role play the parent. Students will try to be as realistic as they can in their role playing. Remind students not to use violence in their role playing.
4. Once students have completed the role playing portion of the activity, the class will discuss how to avoid such situations, how to stay calm when children are acting inappropriately, and how best to teach the child, through positive disciplinary strategies, expected behaviours.

*Reference: Cape Breton University Children's Rights Centre*

## Note to teachers

You may want to review Tips on Managing Anger in Children: [supernanny.com/Advice/-/Your-child/-/Child-care/Staying-calm-with-your-kids.aspx](http://supernanny.com/Advice/-/Your-child/-/Child-care/Staying-calm-with-your-kids.aspx)

## SITUATIONS

<p>A five year old is very upset about going to school. All morning, the child has been screaming, crying and demanding to know why she has to go to school if she does not want to. The mother is now late for work and begins to feel frustrated with her child.</p>	<p>A three year old does not want to eat chicken soup for supper. The father spent two hours making this healthy soup for supper and demands that his son eat it. The child dumps his bowl of soup on the floor.</p>
<p>A two year old is with his mother in the supermarket line up. He is throwing a tantrum because he wants candy. Other adults in the lineup are frowning at the mother. She has told the child he may not have candy today. He continues to scream.</p>	<p>Three year old twins are very tired and cranky, but refusing to go to bed. When their father insists, they lie rigid on the floor screaming. He cannot move both of them together. His wife is expected home shortly and he had promised her the children would be asleep before she got home.</p>

# A Custody Issue (R)



## PURPOSE:

By the end of the activity, students will have:

- Developed their understanding of conflict in custody issues and created resolutions that consider the best interests of the child involved (e.g., participation of the child)
- Considered participation levels based on development (i.e., age and maturity)
- Discussed some of the challenges faced by parents or caregivers.

## RESOURCES:

- One photocopy of the Custody Issue sheets for each group

## Note to teachers

Families are becoming diverse in their composition. Feel free to adapt this activity or provide a series of scenarios which reflect the demographics of your class. Examples of diverse scenarios could include a same-sex couple, a family with an international adoption, foster children, grandparents who care for the child, a separation involving children from previous marriages, etc.

## ACTIVITY

1. Divide students into six groups. Give each group a copy of the Custody Issue and Questions.
2. Assign each group one of the following descriptions of Sam (write at the top of each photocopy one of the following): Sam is a 4 year old female; Sam is a 4 year old male; Sam is a 10 year old female; Sam is a 10 year old male; Sam is a 16 year old female; Sam is a 16 year old male.
3. Ask the students to read the Custody Issue and Questions and discuss the questions within their own group.
4. Once students have had time to answer the questions, inform them that each group had a different description of Sam. Have each group report back to the rest of the class, describing Sam and discussing their thoughts in relation to each question.
5. Have the class discuss any differences between groups and whether these differences may be based on age or gender.

## Discussion Questions

- Are any of Sam's rights being violated during this divorce? If so, which ones?
- How could this situation be made more rights-consistent?
- Participation rights can be especially important for a child during a divorce. What weight should be given to Sam's input on decisions pertaining to custody?
- How could a third party help during a difficult divorce (e.g., mediator, extended family)?

*Reference: Cape Breton University Children's Rights Centre*

## CUSTODY ISSUE

Jen and Muhammad are getting a divorce. They have been married for a long time and have one child together – Sam. Jen and Muhammad have agreed on joint custody (i.e., both parents will be included in making decisions about Sam) but both want residential custody of their child (i.e., they both want Sam to live with them). Both parents are teachers, although at different schools, so they have similar schedules and income. The conflict between the parents had intensified to the point where they both were verbally abusive toward each other and toward Sam. They were especially annoyed with Sam's suggestions when they were fighting. They would say "Sam, you're too young to understand this – you can't make any of these decisions!" and ignore any suggestions made by Sam.

# ADVOCACY ROLE



# Spreading the Word About Children's Rights (✓)



(possibly two 75 minute classes if students wish to make a resource guide to distribute)

## PURPOSE:

By the end of the activity, students will have:

- Developed their understanding of the Convention and raised awareness of the Convention among others
- Enhanced their cooperative skills and group discussion skills.

## RESOURCES:

- One photocopy of the handout Creating your own Children's Rights Activity for each group (see below)
- Access to the United Nations Convention on the Rights of the Child (Appendix A)

## EXTENSION:

Find a local elementary school and have the students complete their activity in age-appropriate classrooms.

## ACTIVITY

1. Have students form small groups and create a classroom activity about the Convention for younger children.
2. Ensure that students consider the following elements: their message (learning outcome); the target age group (learning capacity); how to engage students; resources; and time limits.
3. As a class, students may wish to make a children's rights resource guide by compiling all of the lesson plans into one booklet. Students can make copies of their resource and distribute them among local schools.

*\*If students do wish to make a resource guide, they may consider making all activities for the same age group or divide activities equally among grade groups (i.e., Primary – 2, 3 – 4, and 5 – 6). This should be decided by the class prior to developing the activities.*

*Reference: Cape Breton University Children's Rights Centre*

## CREATING YOUR OWN CHILDRENS' RIGHTS ACTIVITY

*Using the format described below, create your own children's rights activity.*

<b>TITLE</b>	
<b>GRADE</b>	State what grade(s) this activity is intended for.
<b>PURPOSE</b>	Describe what students should learn from the activity (i.e., something about children's rights – but be specific!). Draw on what you have learned about children's rights and about the development of children.
<b>TIME</b>	State approximately how much time this activity will take to complete.
<b>RESOURCES</b>	Describe any materials or preparation the teacher will need to do this activity with his or her students (e.g., photocopies of handouts, craft materials, computer access for students).
<b>ACTIVITY</b>	Describe to the teacher what the activity involves. You may wish to break it down into steps to ensure that what you are trying to say is clear and concise. You can ask your teacher to read through this section to ensure that you are conveying your ideas clearly.

# Raising Awareness of Children's Rights



## PURPOSE:

By the end of the activity, students will have:

- Increased their understanding of the United Nations Convention on the Rights of the Child and raised awareness of the Convention among others
- Enhanced their cooperative skills and group discussion skills.

## RESOURCES:

- Access to a copy of the Convention (Appendix A)

## ACTIVITY

The following is a list of options students may choose from to raise awareness about the Convention.

1. Teaching other children and youth about the Convention
  - Presentations to classes, possibly in PowerPoint form
  - Posters
  - Children's book
  - Creation of a school newspaper on children's rights (including facts, successes and challenges – local and global)
  - Daily announcements over the PA system about children's rights (including facts, successes and challenges – local and global)
2. A newspaper activity to learn about children's rights in their community
  - A newspaper scrapbook including articles on violations of rights
  - Collection of newspaper/magazine articles pertaining to parenting, and student-led discussions relating selected articles to the Convention (maybe on a weekly basis)
3. Using their voice
  - Writing a letter about children's rights in parenting to a local newspaper
  - Writing a letter about children's rights in parenting to their MP
4. Students can also develop their own ideas about how to spread awareness of the Convention.

*Reference: Cape Breton University Children's Rights Centre*

## EXTENSION/ADAPTATION:

Provide examples of work that other youth have done to raise awareness of children's issues by showing the following clips of Canadian children's rights activists.

- Severn Suzuki speaking at the UN Earth Summit 1992  
[youtube.com/watch?v=uZsDliXzyAY](https://www.youtube.com/watch?v=uZsDliXzyAY)
- Severn Suzuki speaking about her experience at the Earth Summit  
[unicef.org/infobycountry/canada\\_44740.html](http://www.unicef.org/infobycountry/canada_44740.html)
- Ontario student Corinne Boudreau addressing the Ontario Legislature on the 20<sup>th</sup> Anniversary on the United Nations Convention on the Rights of the Child  
[unicef.ca/portal/SmartDefault.aspx?at=2422](http://www.unicef.ca/portal/SmartDefault.aspx?at=2422)

# MAJOR EVALUATION PIECES



# Report to the United Nations Committee on the Rights of the Child



Three or four 75 minute classes throughout the term. Students will also need to work on this activity outside of class time. This is an ongoing project and should be started early in the term.

## PURPOSE:

By the end of the activity, students will have:

- Increased their knowledge of their province's efforts to promote children's rights
- Developed cooperative skills and group discussion skills.

## RESOURCES:

- The United Nations Convention on the Rights of the Child (Appendix A)
- A photocopy of the Report to UN Committee on the Rights of the Child information sheet for each student (see below)
- Internet access. Students may wish to visit the following websites to get started:

*Committee on the Rights of the Child, Overview of the reporting procedures:*  
[unhcr.ch/tbs/doc.nsf/\(Symbol\)/CONVENTION.C.33.En?Opendocument](http://unhcr.ch/tbs/doc.nsf/(Symbol)/CONVENTION.C.33.En?Opendocument)

## ACTIVITY

1. Divide the class into 4 groups. Have each group choose two of the following clusters of convention articles (assign one group only to cluster 'h' because of its further divisions) to write a report to the Committee on the Rights of the Child.
  - a) General measures of implementation (articles 4, 42 and 44.6)
  - b) Definition of the child (article 1)
  - c) General principles (articles. 2, 3, 6 and 12)
  - d) Civil rights and freedoms (articles 7, 8, 13-17 and 37a)
  - e) Family environment and alternative care (articles 5, 18.1, 18.2, 9, 10, 27.4, 20, 21, 11, 19, 39 and 25)
  - f) Basic health and welfare (articles 6.2, 23, 24, 26, 18.3, 27.1, 27.2 and 27.3)
  - g) Education, leisure and cultural activities (articles 28, 29 and 31)
  - h) Special protection measures:
    - i. Children in situations of emergency (articles 22, 38 and 39)
    - ii. Children in conflict with the law (articles 40, 37 and 39)
    - iii. Children in situations of exploitation, including physical and psychological recovery and social reintegration (articles 32, 33, 34, 35, 36 and 39)
    - iv. Children belonging to a minority or an indigenous group (article 30)
2. Give each student a copy of the Report to the UN Committee on the Rights of the Child. Groups should view one of Canada's Reports to the Committee on the Rights of the Child to get a better idea of the information given in the reports and the format of reports.
3. Have each group research aspects of their province that contribute to the implementation and monitoring of the Convention.
4. Have groups compile their information in the proper reporting format as specified in the Report to the UN Committee on the Rights of the Child handout and based on the Second Report.

5. Once groups have finished working on their assigned cluster, have the class compile all clusters into one report. Have students ensure that the format of the report follows the order and structure as required by the United Nations Committee on the Rights of the Child. The final report could be sent to the Canadian Coalition for Rights of Children: [rightsofchildren.ca/](http://rightsofchildren.ca/).

*Reference: Cape Breton University Children's Rights Centre and UNICEF Canada*

### Note to teachers

You may want to review the following resources:

- Committee on the Rights of the Child  
[2.ohchr.org/english/bodies/Convention/](http://2.ohchr.org/english/bodies/Convention/)
- Ontario Government  
[ontario.ca/en/residents/index.htm](http://ontario.ca/en/residents/index.htm)
- Sample Report: Canada's Report to the Committee on the Rights of the Child  
[pch.gc.ca/ddp-hrd/docs/Convention-2001/index-eng.cfm](http://pch.gc.ca/ddp-hrd/docs/Convention-2001/index-eng.cfm)

## REPORT TO THE UN COMMITTEE ON THE RIGHTS OF THE CHILD

- Be sure to provide enough detail to ensure information presented in the report is clear.
- State parties should provide information for each cluster or, where appropriate, for individual articles, concerning each of the areas below.

### Follow-up

The first paragraph about each cluster should include information about concrete measures taken to address the concluding observations adopted by the Committee in relation to the previous report;

### Comprehensive National Programmes – Monitoring

States Parties will provide information regarding the implementation of the Convention as well as information about how implementation is monitored by government. Information about the principal legislative, judicial, administrative or other measures – whether in force or anticipated – should be included here. Do not list measures of implementation, but rather provide clear information about the goals and time-tables of those measures, and about how they have had an impact on the actual economic, political and social realities and general conditions existing in the country.

### Allocation Of Budgetary And Other Resources

States Parties will provide information about the amount and percentage of the provincial budget (at central and local levels) devoted annually to children. This will include, where appropriate, the percentage of external financing (through donors, international financial institutions and private banking) of the provincial budget, with respect to relevant programmes under each cluster. Where appropriate, States Parties should provide information about poverty reduction strategies and programmes and other factors which impact or may impact on the implementation of the Convention.

### Statistical Data

States Parties should provide, where appropriate, annual statistical data grouped by age/age group, gender, urban/rural area, membership of a minority and/or indigenous group, ethnicity, disability, religion, or other category as appropriate.

### Factors And Difficulties

The last paragraph should describe any factors and difficulties affecting the fulfillment of the States Parties' obligations for the cluster concerned. It should also include information on the targets set for the future.

- The Committee requests that the report includes a table of contents, is numbered sequentially through to the end and is printed on A4-sized paper, in order to facilitate distribution of the report and thus its availability for consideration by the Committee.

*Reference: General Guidelines Regarding the Form and Content of Periodic Reports to be Submitted by States Parties Under Article 44, Paragraph 1 (b), of the Convention, [2.ohchr.org/english/bodies/Convention/](http://2.ohchr.org/english/bodies/Convention/)*

# My Ideal School (✓)



*Two 75 minute sessions to complete the activity and a period of time to present. Alternatively, students may wish to present to staff outside of class time (during lunch or during a teacher meeting). Students will also need to work on this activity outside of class time.*

## PURPOSE:

By the end of the activity, students will have:

- Applied their knowledge of children's rights to child care situations.

## RESOURCES:

- Access to computers, internet and printers
- One photocopy of the handout on the following page for each student

## ACTIVITY

1. Divide students into small groups. Provide one My Ideal School handout to each student.
2. Ask each group to develop a proposal for its ideal school, based on what the students learned about the Convention and care-giving and following the guidelines described in the handout. Ask students to consider the perspectives of teachers, principals, students, parents of students and the community in their design.
3. Students may wish to use the principles of their proposals in their classroom or in their school. Students should be encouraged to share their ideas with their school principal and anyone else they feel should hear the ideas (e.g., other students and teachers, parents, school board members, community members).

*Reference: Cape Breton University Children's Rights Centre and UNICEF Canada*

## MY IDEAL SCHOOL

Using the following guidelines, develop a proposal for your ideal school. Be sure to use what you know about children's rights. The school should take everyone's needs into consideration and it should be a fun and engaging place to learn – a place where everyone is welcome and where everyone wants to go to learn!

### **Title Page and Table of Contents**

Include a title page with your school's name and your group members' names. Add a table of contents.

### **Why Children's Rights Should be at the Centre of Our School**

In this section, explain why the Convention on the Rights of the Child would be a beneficial foundation for your school. Include research to support your arguments and reference these sources appropriately. You should also draw on what you have learned in your class about children's rights.

### **Class and School Structure**

In this section you will develop a protocol (based on what you have learned about the Convention and care-giving) for how the school and classes should be run, including (but not limited to) school and classroom rules, classroom activities, extra-curricular activities, lunch and break times, and school council structure and influence. Explain what you describe in this section by referencing specific articles from the Convention. From this explanation, develop a school charter and a class charter.

### **Roles and Responsibilities**

In this section, explain in detail who will be involved in implementing the school structure and charter, including (but not limited to) students, teachers, principals, support staff, school board, parents and community. The roles and responsibilities should be described in this section.

### **Appearance**

In this section you will describe the physical structure of your school and the classrooms. You may wish to supplement your descriptions with drawings, photographs, blueprints or models.

### **Appendix**

Include any materials you may have referenced in your proposal that were not included in the main text, such as drawings or photographs, letters of support, brief newspaper articles about other schools that include rights, etc.

# APPENDICES



# Appendix A

## UNITED NATIONS CONVENTION UNOFFICIAL SUMMARY OF ARTICLES

### FOREWORD

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

#### **Article 1 – Definition of Child**

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

#### **Article 2 – Freedom From Discrimination**

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

#### **Article 3 – Best Interests of Child**

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

#### **Article 4 – Implementation of Rights**

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

#### **Article 5 – Respect for Parental Responsibility**

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

#### **Article 6 – Survival and Development**

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

#### **Article 7 – Name and Nationality**

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

#### **Article 8 – Preservation of Identity**

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

#### **Article 9 – Parental Care and Nonseparation**

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

#### **Article 10 – Family Reunification**

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

#### **Article 11 – Illicit Transfer and Nonreturn**

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

#### **Article 12 – Free Expression of Opinion**

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

**Article 13 – Freedom of Information**

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

**Article 14 – Freedom of Thought, Conscience, and Religion**

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

**Article 15 – Freedom of Association**

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

**Article 16 – Protection of Privacy**

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

**Article 17 – Media and Information**

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

**Article 18 – Parental Responsibilities**

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

**Article 19 – Abuse and Neglect**

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

**Article 20 – Children Without Families**

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

**Article 21 – Adoption**

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

**Article 22 – Refugee Children**

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

**Article 23 – Disabled Children**

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

**Article 24 – Health Care**

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

**Article 25 – Periodic Review**

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

**Article 26 – Social Security**

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

**Article 27 – Standard of Living**

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

**Article 28 – Education**

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

**Article 29 – Aims of Education**

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

**Article 30 – Children of Minorities**

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

**Article 31 – Leisure and Recreation**

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

**Article 32 – Child Labour**

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

**Article 33 – Narcotics**

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

**Article 34 – Sexual Exploitation**

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

**Article 35 – Sale and Trafficking**

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

**Article 36 – Other Exploitation**

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

**Article 37 – Torture, Capital Punishment, and Deprivation of Liberty**

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

**Article 38 – Armed Conflict**

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

**Article 39 – Rehabilitative Care**

The State to ensure the physical and psychological recovery and social reintegration of child victims of abuse, neglect, exploitation, torture, or armed conflicts.

**Article 40 – Juvenile Justice**

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

*UN Convention: Unofficial summary of Articles. Copyright by the American Psychological Association. Reprinted by permission. Also by permission of Defense for Children International.*

# Appendix B

## WANTS VERSUS RIGHTS CARDS



Decent shelter



Clothes in the latest style



Holiday trips



Nutritious food



Protection from abuse and neglect



Education



## WANTS VERSUS RIGHTS CARDS



Clean air



A personal stereo



Fast food



Playgrounds and recreation



A television set



Opportunities to practise your own culture, language and religion



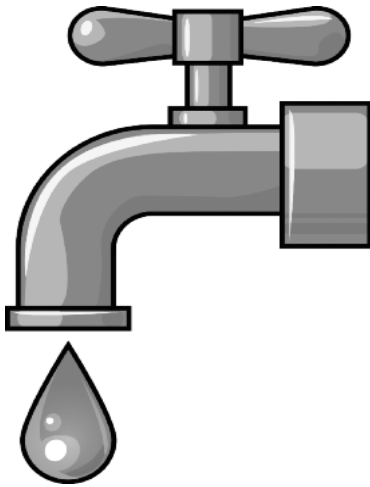
## WANTS VERSUS RIGHTS CARDS



Opportunities to share opinions



Money to spend as you like



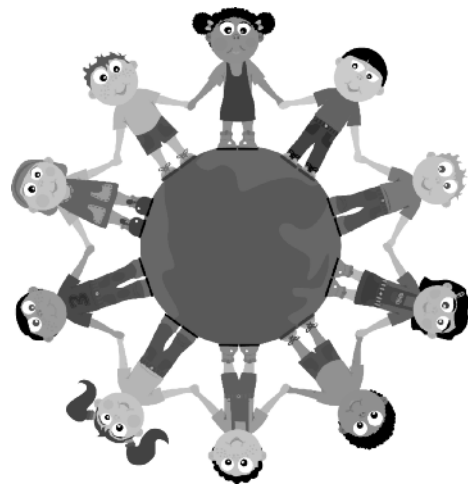
Clean water



Your own bedroom



A personal computer



Fair treatment and non-discrimination



## WANTS VERSUS RIGHTS CARDS



Health care




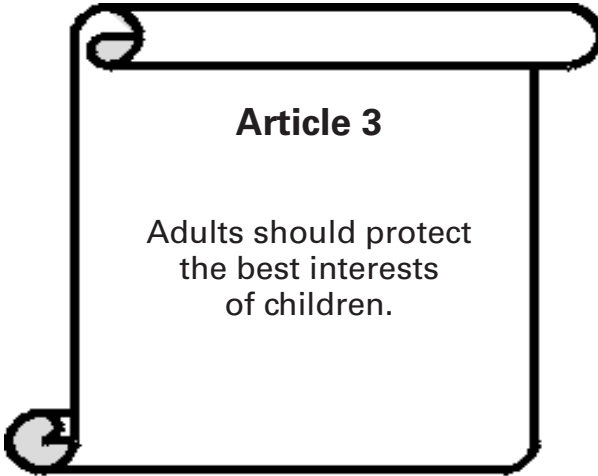




A bicycle



*Reference: Cape Breton University Children's Rights Centre (drawn by Ashley MacIntosh)*

# Appendix C

## RIGHTS CARDS

 <p><b>Article 2</b></p> <p>All children have rights.</p> <p>No child should be discriminated against or treated unfairly on any basis.</p>	 <p><b>Article 3</b></p> <p>Adults should protect the best interests of children.</p>
 <p><b>Article 5</b></p> <p>Parents and family should guide children in learning and practicing their rights.</p>	 <p><b>Article 6</b></p> <p>Children have the right to survival and development.</p>
 <p><b>Article 7</b></p> <p>Children have the right to a name and nationality.</p>	 <p><b>Article 8</b></p> <p>Children have the right to an identity.</p>

## RIGHTS CARDS

**Article 9**

Children have the right to live with their parents or keep in contact with them if separated.

**Article 10**

Children have the right to be with their family, even if they are in different countries.

**Article 12**

Children have the right to give their opinion, and to have adults listen and take it seriously.

**Article 13**

Children have the right to give and seek out information.

**Article 14**

Children have the right to freedom of thought, conscience and religion.

**Article 15**

Children have the right to choose their own friends.

## RIGHTS CARDS

### Article 16

Children have the right to privacy.

### Article 17

Children have the right to appropriate information and protection from harmful materials.

### Article 18

Parents have the responsibility to raise their children with help from the government if they need it.

### Article 19

Children have the right to be protected from all forms of abuse or maltreatment.

### Article 20

The government has the responsibility to protect children who cannot live with their parents.

### Article 21

Adopted children and children in foster homes have the right to care and protection.

## RIGHTS CARDS

**Article 22**

Children who are refugees have the right to special protection and assistance.

**Article 23**

Children with disabilities have the right to special care, education and training for full potential.

**Article 24**

Children have the right to best health care possible, safe water to drink, nutritious food, and a clean and safe environment.

**Article 25**

There should be regular checkups on living arrangements when children are placed in care.

**Article 26**

The government has the responsibility to help children if their family is in need.

**Article 27**

Children have the right to an acceptable standard of living, including food, clothing and safe shelter.

## RIGHTS CARDS

### Article 28

Children have the right to an education.

### Article 29

Children have the right to develop their talents and abilities.

### Article 30

Children have the right to their own culture, religion and language.

### Article 31

Children have the right to leisure, play and participation in cultural and artistic activities.

### Article 32

Children have the right to protection from dangerous work and exploitation.

### Article 34

Children have the right to protection from sexual exploitation.

## RIGHTS CARDS

**Article 35**

Children have the right to protection from trafficking and abduction.

**Article 36**

Children have the right to protection from all other forms of exploitation.

**Article 37**

Children have the right to protection from cruelty, harm and unlawful deprivation of liberty.

**Article 38**

Children affected by conflict have the right to protection and care and children under 15 cannot be recruited into armed conflict.

**Article 40**

Children have the right to fair treatment in the justice system.

**Article 42**

Children have the right to know their rights.



# Appendix E

## ADDITIONAL ACTIVITIES

### CHILDREN'S RIGHTS CROSSWORD PUZZLE

#### PURPOSE:

By the end of the activity, students will:

- Be able to identify a number of children's rights.

#### RESOURCES:

- Photocopy the Children's Rights Crossword Puzzle for each student (see next page).

#### ACTIVITY

1. Students will complete the Children's Rights Crossword Puzzle.
2. The class will discuss the answers together once everyone is finished.

#### ANSWER KEY

##### Across

1. Breastfeeding
4. Pregnancy
6. Parenthood
7. Play
10. Food
14. Patience
17. Timeout
19. Spank
20. Baths
22. Routines
24. Rights
25. Abuse
27. Dads
29. Eighteen
30. Responsibilities

##### Down

2. Safety
3. Name
5. Cry
8. Love
9. Neglect
11. Opinions
12. Shots
13. Diapers
15. Family
16. Education
18. UNICEF
21. Sleep
23. Smoke
26. Babies
28. Hugs

*Reference: Cape Breton University Children's Rights Centre*



## RIGHTS AND PARENTING CROSSWORD PUZZLE

### ACROSS

- 1 It's best for feeding baby
- 4 An important time to be healthy
- 6 This is a privilege
- 7 Babies learn through this
- 10 Avoid the junk type
- 14 Useful for parents
- 17 Needed by moms and toddlers
- 19 The wrong way to discipline your child
- 20 Needed daily
- 22 These help children behave
- 24 All children have them
- 25 What children must be protected from
- 27 These are important for kids
- 29 When you are no longer a child
- 30 What parents have

### DOWN

- 2 A concern at home and school
- 3 A right for every child
- 5 How babies say they need you
- 8 What all children need
- 9 Very damaging to children
- 11 Children have a right to express these
- 12 These help keep baby healthy
- 13 Sometimes wet and sometimes smelly
- 15 They vary, but every child has a right to one
- 16 A right for children
- 18 They care about children's rights
- 21 Babies need lots
- 23 Not around the children
- 26 Precious creatures
- 28 Give at least one a day

## FIND AS MANY CHILDREN'S RIGHTS AS YOU CAN!

### PURPOSE:

- By the end of the activity, students will:
- Be familiar with children's rights.

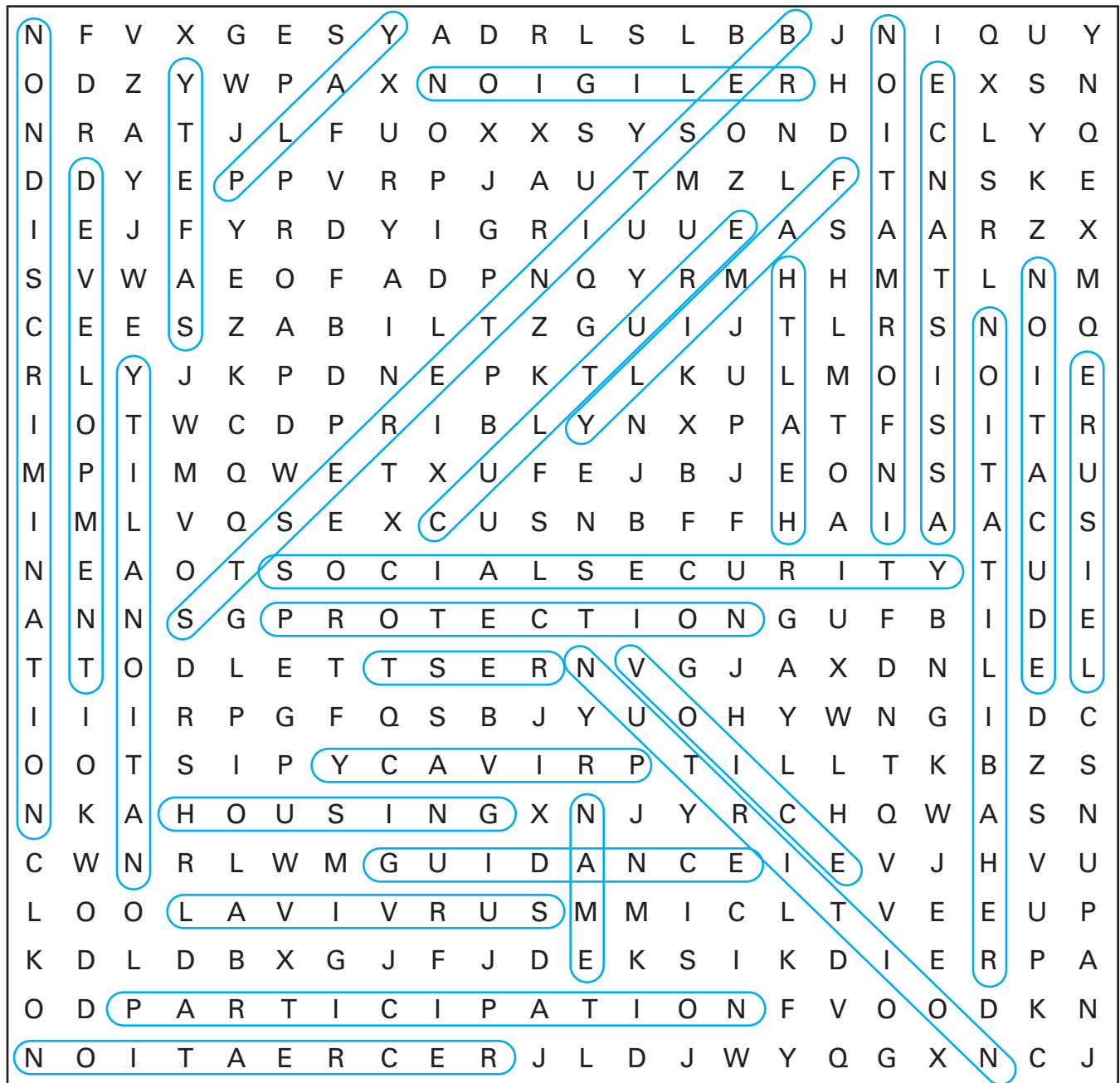
### RESOURCES:

- Photocopy the Find as Many Children's Rights as You Can! word search for each student (see next page).

## ACTIVITY

1. Students will complete the word search.

### ANSWER KEY



## FIND AS MANY CHILDREN'S RIGHTS AS YOU CAN!

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

### WORDS

assistance  
 best interests  
 culture  
 development  
 education  
 family  
 guidance  
 health  
 housing

information  
 leisure  
 name  
 nationality  
 nondiscrimination  
 nutrition  
 participation  
 play  
 privacy

protection  
 recreation  
 rehabilitation  
 religion  
 rest  
 safety  
 social security  
 survival  
 voice

