

United Nations Convention on the Rights of the Child



Lesson Plans

Articles 6, 24 & 27  
Wants, Needs, Rights and Quality of Life

2013

E100.10

Teaching Materials  
from the  
Stewart Resources  
Centre





## Preamble

The following series of lessons connect the United Nations *Convention on the Rights of the Child* (UNCRC) to outcomes from the Saskatchewan grades 6, 7 and 8 Social Studies curricula. The Convention was adopted in 1989 and implemented the following year. Each grade level series addresses a selection of the Convention's articles.

## Grade Six

### Wants, Needs, Rights and Quality of Life

Article 6: The right to life

Article 24: The right to health

Article 27: The right to a standard of living adequate for development



*This lesson plan was developed by teachers Susan Funk and David Pratte under the direction of the Saskatchewan Professional Development Unit. Funding for this work was provided by the Saskatchewan Advocate for Children and Youth.*

# Lesson One



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**Curricular Connections:** This lesson could be used to support students as they work to achieve outcome RW6.1 of the Saskatchewan *Social Studies 6* curriculum:

Examine and analyze factors that contribute to quality of life, including material and non-material factors.

as evidenced by indicator RW6.1a:

Explain the difference between needs and wants.

**Lesson Summary:** Concept attainment lesson on rights, needs and wants.

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## Instruction

### a) Viewing Activity

- Prepare to view video by the Children's Rights Alliance on the United Nations *Convention on the Rights of the Child* at:  
[http://www.youtube.com/watch?v=y\\_2nA49p3yw](http://www.youtube.com/watch?v=y_2nA49p3yw)
- If you are unable to access the YouTube video or you would like another alternative, you may wish to borrow one or more of the three DVDs in the *Rights from the Heart* collection created by the National Film Board. (These DVDs are available for borrowing from the STF's Stewart Resources Centre.) Each DVD contains a selection of short films that each focus on one of the rights in the United Nations *Convention on the Rights of the Child*.

### b) Previewing Activity

- Introduce video content by explaining to students that in the next few lessons, they will be learning about children's rights. Provide students with a KWL chart (or have them make their own) and ask them to think about what they already know about children's rights and what they would like to know. (A blank KWL chart can be found online at <http://www.readwritethink.org/files/resources/printouts/KWL%20Chart.pdf>)
- View Children's Rights Alliance video.
- Give students the opportunity to complete the What I Learned section of the KWL chart.
- View the video again to allow students to check their KWL charts to ensure they have not missed any important learned concepts.

# Lesson One (cont.)

## c) Postviewing Activity

- After the video, discuss the information learned, recording remaining questions on an overhead or whiteboard. Create opportunities for students to find the answers to remaining questions using resources such as the library, a teacher-librarian, or the internet.

## d) Wants and Needs Sorting Activity

- Explain to students that they will be sorting picture cards (see Appendix 6A) into two categories: wants and needs.
- Distribute the cards, asking students to work in groups of two or three to discuss their choices and their reasons for determining which cards are needs and which are wants.
- Share as a group and create a definition for a need and for a want.

## e) Discuss why the needs group are fundamental rights.

## f) Provide copies of the three focus articles of the Convention to the groups of students. (Articles using child-friendly language can be found at <http://www.un.org/pubs/cyberschoolbus/crc/simplified.html>).

- Article 6: The right to life
- Article 24: The right to health
- Article 27: The right to a standard of living adequate for development

Ask each group to create a presentation or representation to explain their article to the class.

## Assessment

Students will summarize their learning by completing an exit slip. Ensure that each student has a half-sheet of blank paper and ask each one to write his/her name at the top of the paper. Ask your students to write an answer to the following questions in one or two sentences, and to give their completed exit slips to you as they leave the classroom:

What is the difference between a want and a need?  
Why is it important to meet everyone's needs?

Determine which students understand the concepts and which students do not. Provide opportunities for additional learning, if necessary.

# Lessons Two & Three



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**Curricular Connections:** This lesson could be used to support students as they work to achieve outcome RW6.1 of the Saskatchewan *Social Studies 6* curriculum:

Examine and analyze factors that contribute to quality of life, including material and non-material factors.

as evidenced by indicator RW6.1e:

Explain factors that affect the quality of life of youth in Canada and a selection of countries bordering the Atlantic Ocean (e.g., labour practices, access to education and technology, shelter, food and water, health care, sport and recreation, inclusion, or marginalization).

**Lesson Summary:** An investigation into how quality of life is affected by access to clean water; connecting to local experience.

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## Instruction

a) **Review the three focus articles of the Convention with the class by asking students to “twin and talk” with a partner about what they remember about the articles from the previous lesson:**

- Article 6: The right to life
- Article 24: The right to health
- Article 27: The right to a standard of living adequate for development

b) **Previewing Activities**

- View photo of dirty water bucket (see Appendix 6B). This photo illustrates a temporary tap water problem in the City of Vancouver.

c) **Viewing Activities**

- Conduct an inquiry into ways in which water impacts health and education by watching any or all of the videos by UNICEF Wash in School Experts at: <http://www.unicef.org/wash/schools/index.html>
- Co-construct a Concept Map with students on the implications of dirty water on quality of life (see Appendix 6C).
- Discuss with students “Who doesn’t have access to clean water and why?”
- View photo of Yellow Quill First Nation and Saskatoon water bottles (see Appendix 6D).
- Read “Boiling water a way of life on Sask. reserve” (see Appendix 6E). Discuss connections to daily activities without safe water.
- Read “They can finally drink the water” (see Appendix 6F).

# Lessons Two & Three (cont.)

- d) Brainstorm a list of typical daily activities that require water.
  
- e) Divide the class into groups of two to four students. Give them 10 minutes to generate a one-minute sketch about daily life without access to a sanitary water source. Allow time for students in each group to perform their sketches. Discuss the performances with the entire class.

## Assessment

As your students are working in groups on their sketches, circulate around the room, pausing at each group for a few minutes to assess student learning and progress. Record your observations as anecdotal records.

# Lesson Four



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**Curricular Connections:** This lesson could be used to support students as they work to achieve outcome RW6.1 of the Saskatchewan *Social Studies 6* curriculum:

Examine and analyze factors that contribute to quality of life, including material and non-material factors.

as evidenced by indicator RW6.1e:

Explain factors that affect the quality of life of youth in Canada and a selection of countries bordering the Atlantic Ocean (e.g., labour practices, access to education and technology, shelter, food and water, health care, sport and recreation, inclusion, or marginalization).

**Lesson Summary:** A lesson to consolidate students' learning on rights and factors for an improved quality of life.

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## Instruction

a) Review the impact of water on quality of life using a "give one, get one" strategy.

- Ask students to individually write down one thing that is important about having clean water. Then students will get up and give their first idea to 5 other students, who will each supply one answer so students will get 5 responses in return, in addition to their own initial ideas.

Clean water is important because		

- After the completion of the "give one, get one" activity, brainstorm with the class about other factors that contribute to a satisfactory quality of life and to child development. Add factors that might have been missed in the discussion (e.g., housing, schools, food, space to play, medical care, healthy environment, security, and safety).

# Lesson Four (cont.)

## b) Collage Activity

- Explain to students that they will be creating a visual representation of the basic needs for healthy growth and development using a collage.
- Discuss the possible components of a collage – newspaper clippings/headlines, magazine photos, internet photos/headlines and/or other found objects such as product labels, etc. (A history of the collage artform and some examples can be found at <http://en.wikipedia.org/wiki/Collage>).
- Provide time and materials for your students to complete their collages.
- Display completed artwork.

## c) Culminating Activity

- Distribute the following problematic scenario:

You have been elected by the students and staff in your school to create a charter (list) of students' rights.

You must collect data for your charter by conducting a survey of individuals in your school to determine what they feel should be part of your list of rights.

You need to decide how many people in the school you will need to interview to create an appropriate sample size from which to gather input.

You must then analyze the data you have collected to rate the most popular suggestions for student rights that were offered by your survey participants. Prepare a written charter of rights that summarizes the participants' suggestions, and indicate on the charter whether each suggestion is a want or a need.



# Lesson Four (cont.)

## Assessment

Use the following rubric:

Student Name \_\_\_\_\_

	Level 4	Level 3	Level 2	Level 1
<b>The difference between needs and wants</b>	The student is fully aware of the difference between needs and wants, and can consistently discern between the two concepts when given examples.	The student is aware of the difference between needs and wants, and can often discern between the two concepts when given examples.	The student may be aware of the difference between needs and wants, and can sometimes discern between the two concepts when given examples.	The student is unsure of the difference between needs and wants, but has attempted to explain the aspects of each.
<b>The factors that contribute to quality of life</b>	The student demonstrates a thorough understanding of the factors that contribute to quality of life.	The student demonstrates a solid understanding of the factors that contribute to quality of life.	The student demonstrates some understanding of the factors that contribute to quality of life.	The student is still acquiring an understanding of the factors that contribute to quality of life.

# Additional Resources



## Resources available for borrowing from the Stewart Resources Centre of the Saskatchewan Teachers' Federation:

Castle, C. (2002). *For every child: The UN Convention on the Rights of the Child in words and pictures*. London, England: Red Fox.

National Film Board of Canada. (1994). *Rights from the heart: Parts 1-3* [DVD]. Montreal, PQ: Author.

National Geographic Society. (2009). *Every human has rights: A photographic declaration for kids*. Washington, DC: Author.

Nicol, J., & Kirk, D. (2004). *Caring for young people's rights: A unit for elementary and secondary students on the rights of young people around the world and what can be done to secure these rights*. Richmond, BC: RichThinking Resources.

Saskatchewan Ministry of Education. (2009). *Social Studies 6*. Regina, SK: Author.

Smith, D.J. (2011). *This child, every child: A book about the world's children*, Toronto, ON: Kids Can Press.

## Websites

Canadian Coalition for the Rights of Children:  
<http://rightsofchildren.ca/>

Children's Rights Alliance:  
<http://www.childrensrights.ie/index.php?q=childrens-rights-ireland/un-convention-rights-child>

National Child Day:  
<http://www.phac-aspc.gc.ca/ncd-jne/index-eng.php>

UNICEF – *The Convention on the Rights of the Child*:  
<http://www.unicef.org/rightsite/>

UNICEF Canada Global Classroom:  
<http://globalclassroom.unicef.ca/>

United Nations Cyberschoolbus:  
<http://www.un.org/Pubs/CyberSchoolBus/crc/>

# Appendix 6A

## Wants and Needs Cards



Pets



Clean Water



Television



Education



Medical Care



Skateboard



Expressing Your Opinion



Candy and Treats



Your Own Bedroom



Vacation Trips



Acceptable Shelter



Protection from Discrimination





MP3 Player



Freedom to Practice Your Religion



Clean Air and Environment



The Latest Fashions



Money to Spend as You Wish



Playgrounds and Parks



Protection from Abuse and Neglect



Sleep



Video Games



Food

# Appendix 6B

Dirty Water Image



<http://www.flickr.com/photos/barbaradoduk/206093337/> used by permission

# Appendix 6C

Concept Map



**Unsafe Water**



# Appendix 6D

## Water Comparison: Yellow Quill First Nation Versus Saskatoon



[http://www.sdw-eps.gc.ca/inlv/sk\\_psn\\_8/SK\\_Roberta\\_Neapetung\\_Presentation.pdf](http://www.sdw-eps.gc.ca/inlv/sk_psn_8/SK_Roberta_Neapetung_Presentation.pdf)

Saskatoon, Sask.: May 9, 2001. pg. A.4

## Boiling water a way of life on Sask. reserve

by Greg Pender, The StarPhoenix

**Not all comply with six-year-old advisory on Yellow Quill First Nation.**

Yellow Quill First Nation residents are scared to drink their tap water, and the treatment plant operator is equally afraid to send it down the pipe to them.

A boil water advisory originating from the Saskatoon Tribal Council has been issued for the reserve since 1995, residents say.

Robert Neapetung, one of 30 First Nation delegates attending a Saskatoon conference on water conditions Tuesday, has been fighting to get his training and the facility he runs upgraded.

Neapetung operates the basic charcoal and sand filtration system the reserve uses to filter water from the Pipestone Creek, a water body the town of Kelvington also uses twice a year for sewage effluent discharges just 10 kilometres upstream.

Residents on the reserve, located 250 kilometres east of Saskatoon, get tap water from that system but are urged to boil it if they want to drink it. The band installed a reverse osmosis unit downstream of the original treatment plant to provide good bottled

drinking water for a new school, but it cannot meet the demand of the 800 reserve residents.

Young children impatient for a drink and elders who don't fully understand the danger are drinking the tap water without boiling it.

"There should be some kind of standards. I don't think that water should at any time be distributed into the system. To me to put it in a pipe and send it down to people's houses is something that is beyond me," said Neapetung.

An addition of alum just prior to filtration does not allow for adequate coagulation and removal of dissolved organic material in the water before the water flows into the filter. Chlorine must be added to treat bacteria in the filtered water but carries with it some of its own dangers down the line when it forms potential carcinogenic agents, according to water expert Dr. Hans Peterson.

Peterson, executive director of the Safe Water Drinking Foundation, said chlorinated water from the Yellow Quill treatment operation has trihalomethane levels twice that of Canadian and Saskatchewan guidelines.

**Trihalomethanes are potential cancer-causing agents.**

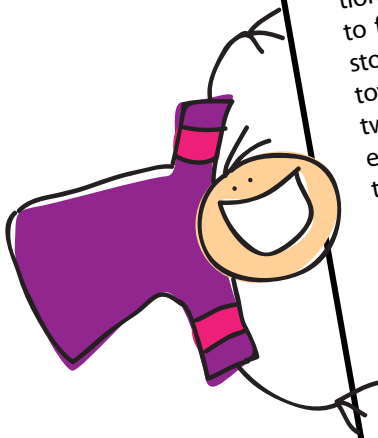
"The average small community which uses surface water will have a hard time meeting these guidelines," said Peterson.

Debbie Roper, a community wellness co-ordinator for Yellow Quill, has lived on the reserve since the fall of 1999. She was surprised at the water and said she had told friends the reserve should be called "Yellow Water." She said new water in the toilet still looks like it needs to be flushed.

Roper says she soon had to take her seven-year-old daughter to hospital in Kelvington, where she was diagnosed with the human strain of foot-and-mouth disease.

**Frustration over perceived delays from government are mounting.**

"You look at Walkerton and you look at North Battleford. It's a big media thing, and they've got all kinds of money that they can throw around, but in Yellow Quill we have had a boil water advisory since 1995," said a frustrated George Peequaquat., who sits on the Yellow Quill water advisory board.



# Appendix 6F

Regina, Sask.: Mar 16, 2004. pg. A.1

## They can finally drink the water

by Andrew Ehrkamp, The Leader-Post

After eight years, residents of the Yellow Quill First Nation can finally drink the water right out of the tap now that a boil water advisory has been lifted.

A notice from Saskatoon Tribal Council Health & Family Services was sent out Thursday to the 1,100 residents of the reserve, located about eight kilometres east of Rose Valley, that the water can be used for all purposes, including drinking.

"Tests showed the water to be safe at every location" on the reserve, additional testing at the Saskatchewan Research Council Water Lab confirmed the results and the water is "of very high quality," according to the notice sent by environmental health officer Laura Parenteau.

"It's great. It was definitely pretty exciting when I had to type up that advisory (that residents can now drink the water)," Parenteau said.

A spokesman for the Yellow Quill First Nation says a new, \$6 million water treatment plant and distribution system -- built over two years -- now pumps water to each building and home.

"It tastes pretty good. It's pretty sweet," Leonard Pasanipiness, a band councillor in charge of health and social development, said of the water.

"For sure it's a load off my mind."

The new water treatment plant replaces an older one which, Parenteau said, was "never going to supply the quality of water needed to

meet the guidelines."

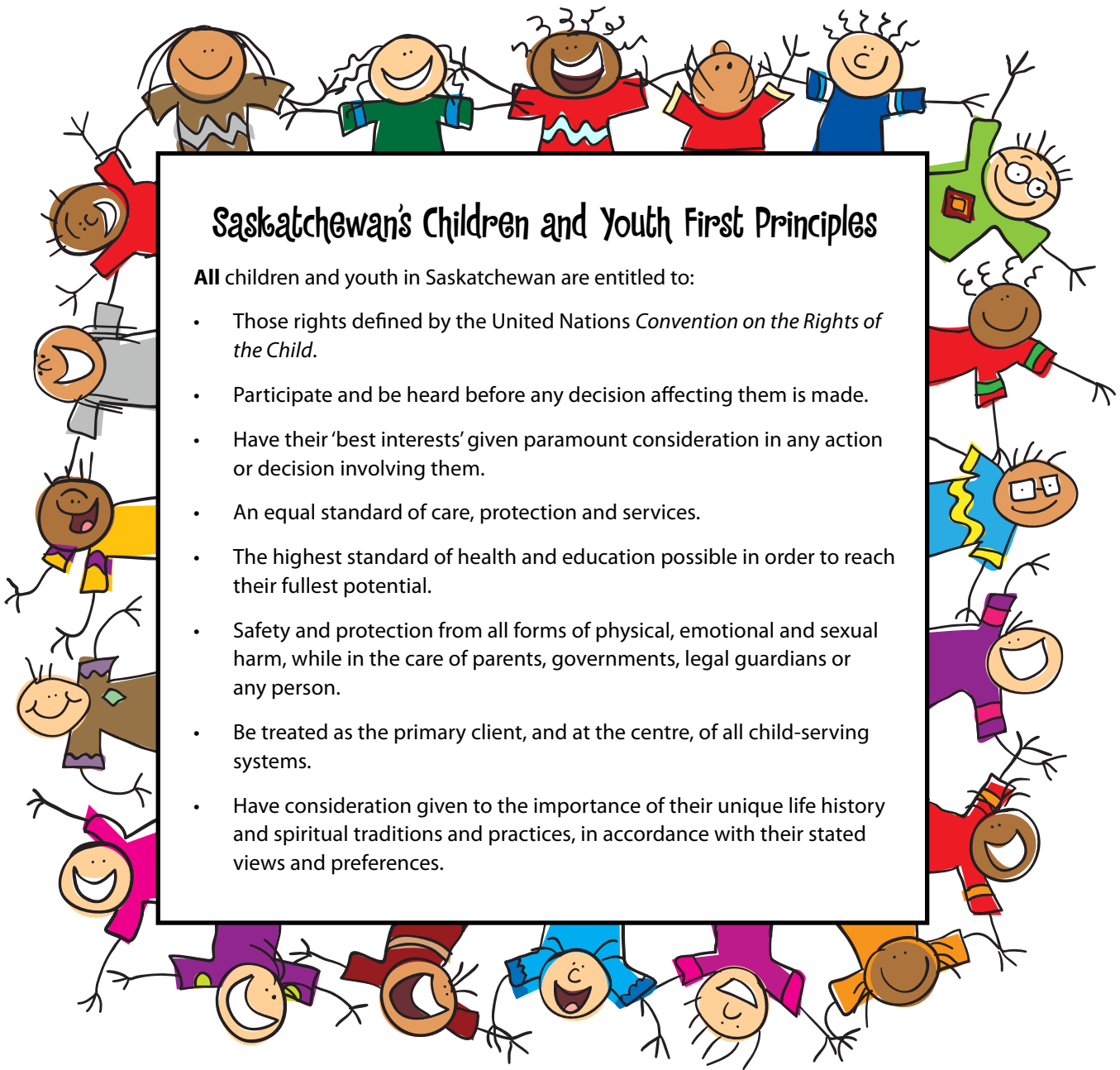
Since 1996, Yellow Quill residents have been drinking bottled water or boiling their water. Tap water was used only for washing and bathing.

Pasanipiness said a public announcement of the end of the boil water advisory will be announced today. A grand opening at the water treatment plant will be held some time in June.

Saskatchewan Environment reports that as of Friday there were 66 precautionary drinking water advisories and four emergency boil water orders in place in the province.

Environment Canada, which is responsible for water quality on First Nations reserves in Saskatchewan, was unavailable for comment Monday.





## Saskatchewan's Children and Youth First Principles

All children and youth in Saskatchewan are entitled to:

- Those rights defined by the United Nations *Convention on the Rights of the Child*.
- Participate and be heard before any decision affecting them is made.
- Have their 'best interests' given paramount consideration in any action or decision involving them.
- An equal standard of care, protection and services.
- The highest standard of health and education possible in order to reach their fullest potential.
- Safety and protection from all forms of physical, emotional and sexual harm, while in the care of parents, governments, legal guardians or any person.
- Be treated as the primary client, and at the centre, of all child-serving systems.
- Have consideration given to the importance of their unique life history and spiritual traditions and practices, in accordance with their stated views and preferences.