

United Nations Convention on the Rights of the Child



Lesson Plans  
&

# Articles 2, 8 & 30

Freedom

2013

E100.12

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 was implemented the following year. Each grade level series addresses a selection of the Convention's articles.

## Grade Eight

### Freedom

Article 2: The right to non-discrimination

Article 8: The right to an identity

Article 30: The right to enjoy his or her own culture, practice his or her own religion and use his or her own language



*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 IN8.1 of the Saskatchewan *Social Studies 8* curriculum:

Investigate the meaning of culture and the origins of Canadian cultural diversity.  
as evidenced by indicators IN8.1c and IN8.1e:

Examine the extent to which cultural groups are able to retain their cultural identity in Canada, with reference to elements of culture, including kinship patterns (e.g., how children are perceived, relationship to the aged, family networks, living arrangements, rites of passage), artistic patterns (e.g., self-expression in visual art, music, literature, dance, fashion), religious patterns (e.g., tenets of doctrine, worship habits, place of religion in daily life), education patterns (e.g., methods of passing on the culture, who attends school, who is eligible for higher education), recreational and play patterns (e.g., sports, games, traditions, celebrations).

Investigate why First Nations, Inuit, and Métis communities strive to preserve and revitalize their languages, and determine the consequences of the disappearance of cultures and languages.

**Lesson Summary:** A concept attainment lesson on rights and culture.

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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*.
- Explain to students they will be watching the video twice.
- Introduce video content by informing students that you will be asking them for information on rights and the Convention.
- View Children's Rights Alliance video.
- Prepare a T-chart to collect information on rights and the Convention.
- View the video again, stopping to allow students to record what they learn.
- After the video, discuss the terms and information learned, and collect students' ideas on a T-chart on an overhead projector or on chart paper.

# Lesson One (cont.)

## b) Previewing Activity

- Let students know that they will be viewing photos that are designed to represent specific articles of the United Nations *Convention on the Rights of the Child*. Ask students to consider how effective these photographs are in illustrating the meaning of the specific children's rights they highlight.

## c) Viewing Activity

- View UNICEF photo essay:  
<http://www.unicef.org/photoessays/30048.html> (slide 5)  
<http://www.unicef.org/photoessays/50352.html> (slide 2)
- Discuss and record student ideas on the nature of identity (name and family) and the composition of culture.
- List the main components of a culture (language, religion, family ties, art, music, food).

## Assessment

Ask students to create a word or visual web to represent what they have learned about culture and identity. To create a word web, students may wish to use the free software found at <http://www.wordle.net/>

Students can experiment with different fonts, text colours, etc.

Another option for creating a word web could involve students using the free brainstorming software found at <https://bubbl.us/>

For a visual web, student may wish to use photos from the internet or magazines, or draw their own representations of pictures that define factors contributing to culture and identity.

After you review the idea webs the students have created, determine which students understand the concepts and which students do not. Provide opportunities for additional learning, if necessary.

# Lesson Two



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**Curricular Connections:** This lesson could be used to support students as they work to achieve outcome IN8.1 of the Saskatchewan *Social Studies 8* curriculum:

Investigate the meaning of culture and the origins of Canadian cultural diversity, as evidenced by indicators IN8.1c and IN8.1e:

Examine the extent to which cultural groups are able to retain their cultural identity in Canada, with reference to elements of culture, including kinship patterns (e.g., how children are perceived, relationship to the aged, family networks, living arrangements, rites of passage), artistic patterns (e.g., self-expression in visual art, music, literature, dance, fashion), religious patterns (e.g., tenets of doctrine, worship habits, place of religion in daily life), education patterns (e.g., methods of passing on the culture, who attends school, who is eligible for higher education), recreational and play patterns (e.g., sports, games, traditions, celebrations).

Investigate why First Nations, Inuit, and Métis communities strive to preserve and revitalize their languages, and determine the consequences of the disappearance of cultures and languages.

**Lesson Summary:** Students will investigate what it means to lose one's cultural identity.

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## Instruction

a) **Read the poem "I Lost My Talk" by Rita Joe.**

- This poem and a brief biography of poet Rita Joe can be found online at <http://www.poetrymap.ca/profile.php?PoetID=27>

b) **Discuss the following questions with students:**

- What do you think this poem is about?
- What rights from the *United Nations Convention on the Rights of the Child* do you think are relevant to it?
- How is a person affected when these rights are denied?
- What message do you think the author is trying to convey in her poem?

c) **Read the obituary for Rita Joe.**

- This obituary of poet Rita Joe can be found online at [http://www.gov.ns.ca/abor/docs/news/Rita\\_Joes\\_Obituary\[1\].pdf](http://www.gov.ns.ca/abor/docs/news/Rita_Joes_Obituary[1].pdf)

# Lesson Two (cont.)

## Assessment

Rita Joe's poem and her obituary express ideas about how Rita Joe viewed the importance of knowing a person's culture and understanding cultural identity. Ask students to write a short paragraph about why it is important to understand one's own culture and the cultures of others. Ask students to include a quote from Rita Joe's poem "I Lost My Talk" or from her obituary to help explain their ideas. Students could also choose to write their own poems about their own cultures.

# Lesson Three



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**Curricular Connections:** This lesson could be used to support students as they work to achieve outcome IN8.1 of the Saskatchewan *Social Studies 8* curriculum:

Investigate the meaning of culture and the origins of Canadian cultural diversity, as evidenced by indicators IN8.1c and IN8.1e:

Examine the extent to which cultural groups are able to retain their cultural identity in Canada, with reference to elements of culture, including kinship patterns (e.g., how children are perceived, relationship to the aged, family networks, living arrangements, rites of passage), artistic patterns (e.g., self-expression in visual art, music, literature, dance, fashion), religious patterns (e.g., tenets of doctrine, worship habits, place of religion in daily life), education patterns (e.g., methods of passing on the culture, who attends school, who is eligible for higher education), recreational and play patterns (e.g., sports, games, traditions, celebrations).

Investigate why First Nations, Inuit, and Métis communities strive to preserve and revitalize their languages, and determine the consequences of the disappearance of cultures and languages.

**Lesson Summary:** Students will look at the importance of names and naming as a part of our right to an identity and culture.

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## Instruction

- a) **Ask students to talk in small groups about their names.**
  - Are they named after someone? Do they like their names? How do people pronounce their names?
- b) **Read the vignette “My Name” from Sandra Cisneros’ book *The House on Mango Street* ([http://www.dcs.k12.oh.us/753220726144416460/lib/75322076144416460/My\\_Name.pdf](http://www.dcs.k12.oh.us/753220726144416460/lib/75322076144416460/My_Name.pdf)) and the short essay by Ryan Schey at the bottom of the same page.**
  - This book excerpt and the following essay speak about the importance of names.
- c) **Ask students to write a poem about their own names, using a similar format.**
  - Have students share their poems with the class as a way of creating community and of coming to know each other’s backgrounds. Learn about naming traditions in all the communities in your classroom.

# Lesson Three (cont.)

## Assessment

Ask students to imagine they have been born in a future time and place where individual names have been replaced by numbers. Ask students to respond by:

- preparing a speech,
- writing a poem, or
- creating a visual presentation

to explain why a name is important to one's identity.



# 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 8*. 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/>

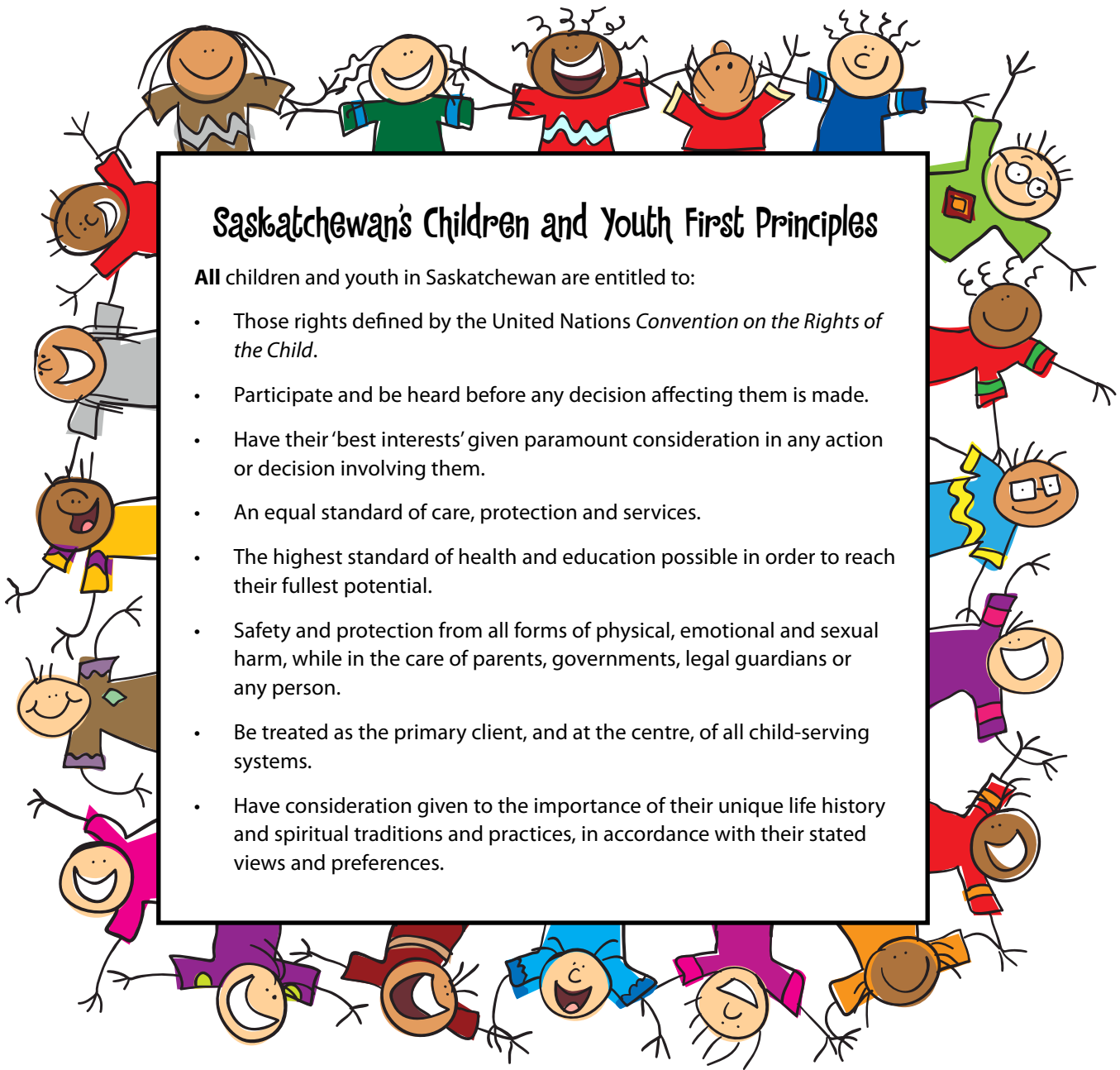
Children's Rights Alliance:  
<http://www.childrensrights.ie/index.php?q=childrens-rights-ireland/un-convention-rights-child>

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://www.globalclassroom.unicef.ca/>

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



## 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.