

Grade 6 Social Studies: Human Rights Project

“Universal Declaration of Human Rights and the Convention on the Rights of the Child: What do these mean for our class and school?”

This project is designed to address outcomes in the “P.E.I History/ World Cultures Unit” of the grade 6 Social Studies curriculum. Links to other curriculum areas - Health, Language Arts & Visual Arts - are identified as they occur throughout the unit.

Grade 6 Curriculum Outcomes expected to be reached:

Social Studies:

- 6.1.1** Demonstrate an understanding of the concept of culture and its role in their lives.
- 6.3.2** Examine selected examples of human rights issues around the world

Language Arts:

- 1.1** Contribute thoughts, ideas, and questions to discussion and compare their own ideas with those of peers and others
- 1.2** Ask and respond to questions to seek clarification or explanation of ideas and concepts
- 1.4** Listen critically to others’ ideas or opinions and points of view
- 2.2** Use word choice and emphasis, making a conscious attempt to produce a desired effect
- 3.1** Listen attentively and demonstrate awareness of the needs, rights and feelings of others.
- 3.3** Make a conscious attempt to consider the needs and expectations of their audience

Health:

- R-6.1** Recognize that individuals can choose their own emotional reactions to events and thoughts
- R-6.6** Develop strategies to maintain and enhance appropriate cross-age relationships
- R-6.7** Apply a variety of strategies for resolving conflict
- R-6.9** Make decisions co-operatively
- W-6.8** Demonstrate responsibility for, and skills related to, the safety of self and others

Visual Arts:

- CP6.3** Use elements of art and design in art works to communicate ideas, messages and understandings

Human Rights Enduring Understandings:

- Human rights are the rights inherent to each and every human being
- PEI Human Rights Commission

General Description of Grade 6 Social Studies Project:

This project introduces students to the *Universal Declaration of Human Rights* & the *Convention on the Rights of the Child*. Students will also create their own *Declaration of Classroom Rights*. Students will create visuals for distribution to younger students that make them more aware of their rights as children. Through these activities students will develop a greater understand of what human rights means to them and that they are able to make a difference.

Learning Events

***Lesson 1* – What are Human Rights?**

Using K-W-L find out what students know about human rights. Students will be introduced to a video providing an overview of human rights history that is used by the PEI Human Rights Commission. Students will discuss certain human rights issues that were mentioned in the video as well as be introduced to the *Universal Declaration of Human Rights (UDHR)* and the *Convention on the Rights of the Child (CRC)*.

***Lesson 2* – Declaration of Classroom Rights/Responsibilities**

Students will propose a right/responsibility they believe would contribute to greater respect, safety and success in the classroom. Students will collaborate on selecting the top 8 to 10 for their own *Declaration of Classroom Rights*. Students will write, illustrate and display their *Declaration*.

***Lesson 3* – Young Change-Makers on Human Rights Issues Around The World"**

Students will work in groups to learn about student activists/change-makers from around the world. In small groups students will discuss the human rights issue(s) that motivate their assigned change-maker, connect it to the *UDHR* and/or *CRC* and then present what they learned to their classmates. Students will also learn about the PEI Human Rights Commission and its connection to anti-discrimination.

***Lesson 4* – Spreading the Word**

Students will transform their newly developed knowledge of human rights into an age-appropriate piece of writing to be read by students in a lower grade level. The end result will be a "kid friendly" interpretation of human rights/responsibilities. Ideas will be brainstormed and could be anything from a bookmark to a poem.

Lesson 1

"What Are Human Rights"

Specific Curriculum Outcome(s) being addressed:

Social Studies

6.3.2 Examine selected examples of human rights issues around the world

Language Arts

- 1.1** Contribute thoughts, ideas, and questions to discussion and compare their own ideas with those of peers and others
- 1.2** Ask and respond to questions to seek clarification or explanation of ideas and concepts
- 1.4** Listen critically to others' ideas or opinions and points of view
- 2.2** Use word choice and emphasis, making a conscious attempt to produce a desired effect
- 3.1** Listen attentively and demonstrate awareness of the needs, rights and feelings of others.

Duration: 1 class

Materials:

- Familiarize yourself with the relationship between the *Universal Declaration of Human Rights (UDHR)* and the *Convention on the Rights of the Child (CRC)*: http://www.unicef.org/crc/index_protecting.html
- Photocopies of *UDHR* (attached): http://f.edgesuite.net/data/www.youthforhumanrights.org/files/YHRI_declaration-human-rights-abridged.pdf
- Photocopies of *CRC* (attached): <https://rrscanada.files.wordpress.com/2013/10/convention-handout-child-friendly-language.pdf>
- Access to YouTube - <https://www.youtube.com/watch?v=nCQWwkERit4>
- Sticky notes
- Chart paper
- Journals

In Class Activities/ Teaching Strategies:

1. At the beginning of class facilitate a K-W-L activity. Hand out sticky notes to each student and ask them to write down what comes to their mind when they hear the term 'human rights'. What are human rights? Where did human rights originate? Do the students have human rights? Give the class a few moments to write down their thoughts.

2. Show the class the 10-minute YouTube video, *The Story of Human Rights*. Advise the students to write down in their journals key words or phrases that stand out while they are watching the video.
3. Once the video is over give the students a few moments to finish any last minute terms or ideas they were writing down. Ask if any volunteers would like to share what they wrote down. Try to connect what volunteers share to the themes and definitions presented in the video. Throughout this process write on chart paper the thoughts on human rights proposed by students.
4. Lead the class into discussing some of the human rights issues and activists mentioned in the video (i.e. starvation, slavery, low literacy, the Holocaust, Nelson Mandela, Martin Luther King Jr., Gandhi)
5. After the class is finished discussing the video distribute copies of the *Universal Declaration of Human Rights* and *Convention on the Rights of the Child*. Compare and compare and contrast the articles contained in the two documents. Have students do a brainstorming web in their journal thinking about instances where the human rights of children are denied (i.e. child labor, poverty, homelessness, hunger, no education, child soldiers).

Assessment:

- Brainstorming web in journals
- Class discussion



Universal Declaration of Human Rights Abridged for Youth

1. **We are all born free and equal.** We are all born free. We all have our own thoughts and ideas. We should all be treated in the same way.
2. **Don't discriminate.** These rights belong to everybody, whatever our differences.
3. **The right to life.** We all have the right to life, and to live in freedom and safety.
4. **No slavery.** Nobody has any right to make us a slave. We cannot make anyone our slave.
5. **No torture.** Nobody has any right to hurt us or to torture us.
6. **You have rights no matter where you go.** I am a person just like you!
7. **We're all equal before the law.** The law is the same for everyone. It must treat us all fairly.
8. **Your human rights are protected by law.** We can all ask for the law to help us when we are not treated fairly.
9. **No unfair detainment.** Nobody has the right to put us in prison without good reason and keep us there, or to send us away from our country.
10. **The right to trial.** If we are put on trial this should be in public. The people who try us should not let anyone tell them what to do.
11. **We're always innocent till proven guilty.** Nobody should be blamed for doing something until it is proven. When people say we did a bad thing we have the right to show it is not true.
12. **The right to privacy.** Nobody should try to harm our good name. Nobody has the right to come into our home, open our letters, or bother us or our family without a good reason.
13. **Freedom to move.** We all have the right to go where we want in our own country and to travel as we wish.
14. **The right to seek a safe place to live.** If we are frightened of being badly treated in our own country, we all have the right to run away to another country to be safe.
15. **Right to a nationality.** We all have the right to belong to a country.
16. **Marriage and family.** Every grown-up has the right to marry and have a family if they want to. Men and women have the same rights when they are married, and when they are separated.
17. **The right to your own things.** Everyone has the right to own things or share them. Nobody should take our things from us without a good reason.
18. **Freedom of thought.** We all have the right to believe in what we want to believe, to have a religion, or to change it if we want.
19. **Freedom of expression.** We all have the right to make up our own minds, to think what we like, to say what we think, and to share our ideas with other people.
20. **The right to public assembly.** We all have the right to meet our friends and to work together in peace to defend our rights. Nobody can make us join a group if we don't want to.
21. **The right to democracy.** We all have the right to take part in the government of our country. Every grown-up should be allowed to choose their own leaders.
22. **Social security.** We all have the right to affordable housing, medicine, education, and childcare, enough money to live on and medical help if we are ill or old.
23. **Workers' rights.** Every grown-up has the right to do a job, to a fair wage for their work, and to join a trade union.
24. **The right to play.** We all have the right to rest from work and to relax.
25. **Food and shelter for all.** We all have the right to a good life. Mothers and children, people who are old, unemployed or disabled, and all people have the right to be cared for.
26. **The right to education.** Education is a right. Primary school should be free. We should learn about the United Nations and how to get on with others. Our parents can choose what we learn.
27. **Copyright.** Copyright is a special law that protects one's own artistic creations and writings; others cannot make copies without permission. We all have the right to our own way of life and to enjoy the good things that art, science and learning bring.
28. **A fair and free world.** There must be proper order so we can all enjoy rights and freedoms in our own country and all over the world.
29. **Responsibility.** We have a duty to other people, and we should protect their rights and freedoms.
30. **No one can take away your human rights.**

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UNITED NATIONS CONVENTION ON THE RIGHTS OF THE CHILD

(CHILD FRIENDLY VERSION)

Article 1

Everyone under 18 has these rights.

Article 2

All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or a girl, what their culture is, whether they have a disability, or whether they are rich or poor. No child should be treated unfairly on any basis.

Article 3

All adults should do what is best for children. When adults make decisions, they should think about how their decisions will affect children.

Article 4

The government has a responsibility to make sure children's rights are protected.

Article 5

Families have the responsibility to help children learn to exercise their rights, and to ensure that their rights are protected.

Article 6

Children have the right to be alive.

Article 7

Children have the right to a legally registered name and nationality (to belong to a country).

Article 8

Children have the right to an identity – an official record of who they are. No one should take this away from them.

Article 9

Children have the right to live with their parent(s), unless it is bad for them. They have the right to live with a family who cares for them.

Article 10

If children live in a different country than their parents do, they have the right to be together in the same place.

Article 11

Children have the right to be protected from kidnapping.

Article 12

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

Article 13

Children have the right to find out things and share what they think with others unless it harms or offends other people.

Article 14

Children have the right to choose their own religion and beliefs. Their parents should help them decide what is right and wrong, and what is best for them.

Article 15

Children have the right to choose their own friends and join or set up groups, as long as it isn't harmful to others.

Article 16

Children have the right to privacy.

Article 17

Children have the right to get information that is important to their well-being, from radio, newspaper, books, computers and other sources.

Article 18

Children have the right to be raised by their parent(s) if possible.

Article 19

Children have the right to be protected from being hurt and mistreated, in body or mind.

Article 20

Children have the right to special care and help if they cannot live with their parents.

Article 21

Children have the right to care and protection if they are adopted or in foster care.

Article 22

Children have the right to special protection and help if they are refugees (if they have been forced to leave their home and live in another country), as well as all the rights in this Convention.

Article 23

Children have the right to special education and care if they have a disability, as well as all the rights in this Convention, so that they can live a full life.

UNITED NATIONS CONVENTION ON THE RIGHTS OF THE CHILD (CHILD FRIENDLY VERSION)

Article 24

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

Article 25

If children live in care or in other situations away from home, they have the right to have these living arrangements looked at regularly to see if they are the most appropriate.

Article 26

Children have the right to assistance from the government if they are poor or in need.

Article 27

Children have the right to food, clothing, a safe place to live and to have their basic needs met. They should not be disadvantaged so that they can't do many of the things other kids do.

Article 28

Children have the right to a good quality education. They should be encouraged to go to school to the highest level they can.

Article 29

Children's education should help them use and develop their talents and abilities. It should also help them learn to live peacefully, protect the environment and respect other people.

Article 30

Children have the right to practice their own culture, language and religion – or any they choose. Minority and indigenous groups need special protection of this right.

Article 31

Children have the right to play and rest.

Article 32

Children have the right to protection from work that harms them, and is bad for their health and education. If they work, they have the right to be safe and be paid fairly.

Article 33

Children have the right to protection from harmful drugs and from the drug trade.

Article 34*

Children have the right to be free from sexual abuse.

Article 35

No one is allowed to kidnap or sell a child.

Article 36

Children have the right to protection from any kind of exploitation (being taken advantage of).

Article 37

No one is allowed to punish a child in a cruel or harmful way.

Article 38*

Children have the right to protection and freedom from war. Children under 15 cannot be forced to go into the army or take part in war.

Article 39

Children have the right to assistance if they've been hurt, neglected or badly treated.

Article 40

Children have the right to legal help and fair treatment in a justice system that respects their rights.

Article 41

If the laws of a country provide better protection of a child's rights than the articles in this Convention, those laws should apply.

Article 42

Children have the right to know their rights! Adults should know about these rights and help children learn about them, too.

Article 43 to 54

These articles explain how governments and international organizations like UNICEF will work to ensure children are protected with their rights.

Lesson 2

“Declaration of Classroom Rights/Responsibilities”

Specific Curriculum Outcome(s) being addressed:

Social Studies

- 6.1.1** Demonstrate an understanding of the concept of culture and its role in their lives.
- 6.3.2** Examine selected examples of human rights issues around the world

Language Arts

- 1.1** Contribute thoughts, ideas, and questions to discussion and compare their own ideas with those of peers and others
- 1.2** Ask and respond to questions to seek clarification or explanation of ideas and concepts
- 1.4** Listen critically to others' ideas or opinions and points of view
- 2.2** Use word choice and emphasis, making a conscious attempt to produce a desired effect
- 3.1** Listen attentively and demonstrate awareness of the needs, rights and feelings of others.
- 3.3** Make a conscious attempt to consider the needs and expectations of their audience

Health

- R-6.1** Recognize that individuals can choose their own emotional reactions to events and thoughts
- R-6.7** Apply a variety of strategies for resolving conflict
- R-6.9** Make decisions co-operatively

Visual Arts

- CP6.3** Use elements of art and design in art works to communicate ideas, messages and understandings

Duration: 1-2 classes

Materials:

- Paper
- Pencils
- Markers
- Podium

In Class Activities/ Teaching Strategies:

1. Lead a brief review of what students learned about human rights in Lesson 1.
2. Write on the board these lines from the video 'The Story of Human Rights':
Human rights are not a history lesson. They're not words on a page. They're not speeches or commercials or PR campaigns. They [human rights] are the choices we make every day as human beings. They are the responsibility we all share to respect each other, to help each other and to protect those in need.
3. Using these lines from the video, guide students into creating their own *Declaration of Classroom Rights/Responsibilities*. Stress that students are being asked to propose rights/responsibilities that they believe will promote cooperation, respect, safety and success in the classroom.
4. Give students roughly 5 minutes to think and create a list of 3 rights/responsibilities (in order of importance to them).
5. Randomly call upon students to come up and propose their most important right/responsibility. If the student's top right/responsibility has been said, ask them to read the next one on their list.
6. After everyone has proposed a right and written it on the board begin a class discussion on which rights/responsibilities students believe will best foster a classroom characterized by cooperation, mutual respect, safety and success.
7. Have students work together to create a visual representation of the *Declaration*.
8. To further promote ownership have students sign the *Declaration*.
9. Remind students that as they learn more about human rights throughout the year they may propose changing the rights/responsibilities which comprise their *Declaration*.

Assessment:

- Journal entries
- Oral Discussion
- Group Work

Possible Extensions:

Use Wordle.net to transform into a *Wordle* the key terms learned about human rights.

Lesson 3

"Young Human Rights Change-Makers from Around the World"

Specific Curriculum Outcome(s) Being Addressed:

Social Studies

6.3.2 Examine selected examples of human rights issues around the world

Language Arts

- 1.1** Contribute thoughts, ideas, and questions to discussion and compare their own ideas with those of peers and others
- 1.2** Ask and respond to questions to seek clarification or explanation of ideas and concepts
- 1.4** Listen critically to others' ideas or opinions and points of view
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- 3.1** Listen attentively and demonstrate awareness of the needs, rights and feelings of others.
- 3.3** Make a conscious attempt to consider the needs and expectations of their audience

Health

R-6.9 Make decisions co-operatively

Duration: 1 -2 classes

Materials:

- Arrange a presentation by the PEI Human Rights Commission (thilton@peihumanrights.ca)
- Paper/Pencils
- Journals
- Group Roles & Work Sheet (See Appendix A)
- Child activists/change-makers (T=Text; V=Video)
 - 1. Shannen Koostachin T: <http://www.fncfcs.com/shannens-dream>
V: <https://www.youtube.com/watch?v=shXKTTKsZt0>
 - 2. Malala Yousafzai T: <http://www.biography.com/people/malala-yousafzai-21362253#after-the-attack>
V: <https://www.youtube.com/watch?v=NIqOhxQ0-H8>
 - 3. Hannah Taylor T: <http://www.ladybugfoundation.ca/who-we-are/hannah-taylor-founder>
V: <https://www.youtube.com/watch?v=Xv7H09jsXqo>
 - 4. Ndale Engela (T&V) <http://worldschildrensprize.org/ndalenyengela>
 - 5. Emma Mogus T: <http://worldschildrensprize.org/emmamogus>
V: <https://www.youtube.com/watch?v=sku8mm4zY4c>
 - 6. Iqbal Masih
T: http://worldschildrensprize.org/downloads/comicstrip/Iqbal_strip_eng.pdf
V: <https://www.youtube.com/watch?v=t0D6K18wq8A>

In Class Activities/ Teaching Strategies:

1. Begin that class by either reading the following quote or putting it on the board for all of the students to read.
"Across the world children are denied their human rights, including for example, their right to education. They are recruited into armed forces. They are subjected to the death penalty, are disappeared, are punished by cruel and inhumane methods and suffer many other forms of violence." - Amnesty.org
2. After leading a brief discussion connecting the above quote to respective articles of the *UDHR* & *CRC*, split the classroom up into 6 groups. Explain to students that they will be given a group work sheet and someone will be a recorder, presenter(s), time keeper, facilitator and contributor(s). They are to quietly read and watch the assigned article and video. Via small group discussion students will complete the worksheet. (See Attached: Lesson 3 - Appendix A).
3. After the groups have completed their worksheets, call on the presenter(s) in each group to present their change-makers/answers to the class. After each presentation show the accompanying video to the class.
4. After everyone has presented their case studies, begin a class discussion on whether or not one must first have their human rights violated before becoming an activist/change-maker.
5. Invite a representative of the PEI Human Rights Commission to observe the presentations and inform students of the roles the Commission plays to combat discrimination. At this point bring up the PEI Human Rights Commission website for the students to see.
6. Have students write a reflection in their journal of how they felt during this activity and which activist(s) they are most inspired by and why.

Assessment:

- Journal
- Work Sheet
- Group Discussion

Possible Extension:

Show a photo of a child who appears to be in a form of child labor. Allow the students to create their own case description for that particular child. The case description should connect to the *UDHR* and/or *CRC*.

Grade 6 (Lesson 3): Appendix A

Recorder:	Facilitator:
Time Keeper:	Presenter(s):
Contributor(s):	
<p>What is the name of the person in your case study? How old are they? Where are they from?</p>	
<p>Give a brief summary of the human rights violation(s) of the <i>UDHR</i> and/or <i>CRC</i> that motivated your activist to become a change-maker.</p>	
<p>How do the choices made by the change-maker reflect “the responsibility we all share to respect each other, to protect each other and to help those in need?”</p>	

Lesson 4

"Spreading the Word"

Specific Curriculum Outcome(s) being addressed:

Language Arts:

- 1.1** Contribute thoughts, ideas, and questions to discussion and compare their own ideas with those of peers and others
- 1.2** Ask and respond to questions to seek clarification or explanation of ideas and concepts
- 1.4** Listen critically to others' ideas or opinions and points of view
- 2.2** Use word choice and emphasis, making a conscious attempt to produce a desired effect
- 3.1** Listen attentively and demonstrate awareness of the needs, rights and feelings of others.
- 3.3** Make a conscious attempt to consider the needs and expectations of their audience

Health

R-6.6 Develop strategies to maintain and enhance appropriate cross-age relationships

W-6.8 Demonstrate responsibility for, and skills related to, the safety of self and others

Visual Arts

CP6.3 Use elements of art and design in art works to communicate ideas, messages and understandings

Duration: 1 Class

Materials:

- Scissors
- Paper
- Pencil/Crayons
- Construction Paper
- Dinah Zike Website - <http://www.myteacherpages.com/webpages/PLash/files/Foldables.pdf>
- Photocopies of 'Know your Rights' Crossword puzzle (See Attached)

In Class Activities/ Teaching Strategies:

1. Begin class by distributing the crossword puzzle for students to complete.
2. Review the answers.
3. Review what happened last class. Ask students:
 - a. What convinces you that the children in the case studies were aware of their human rights/responsibilities?

- b. What responsibility do we each have to educate others about their human rights?
 - c. What are some different ways to make children in our school more aware of their human rights/responsibilities?
- 4. Introduce the idea of creating something to give to younger students informing them about their human rights/responsibilities. Some suggested examples would be to create a bookmark, an illustration, a poem, a short story or a Foldable (see directions under materials).

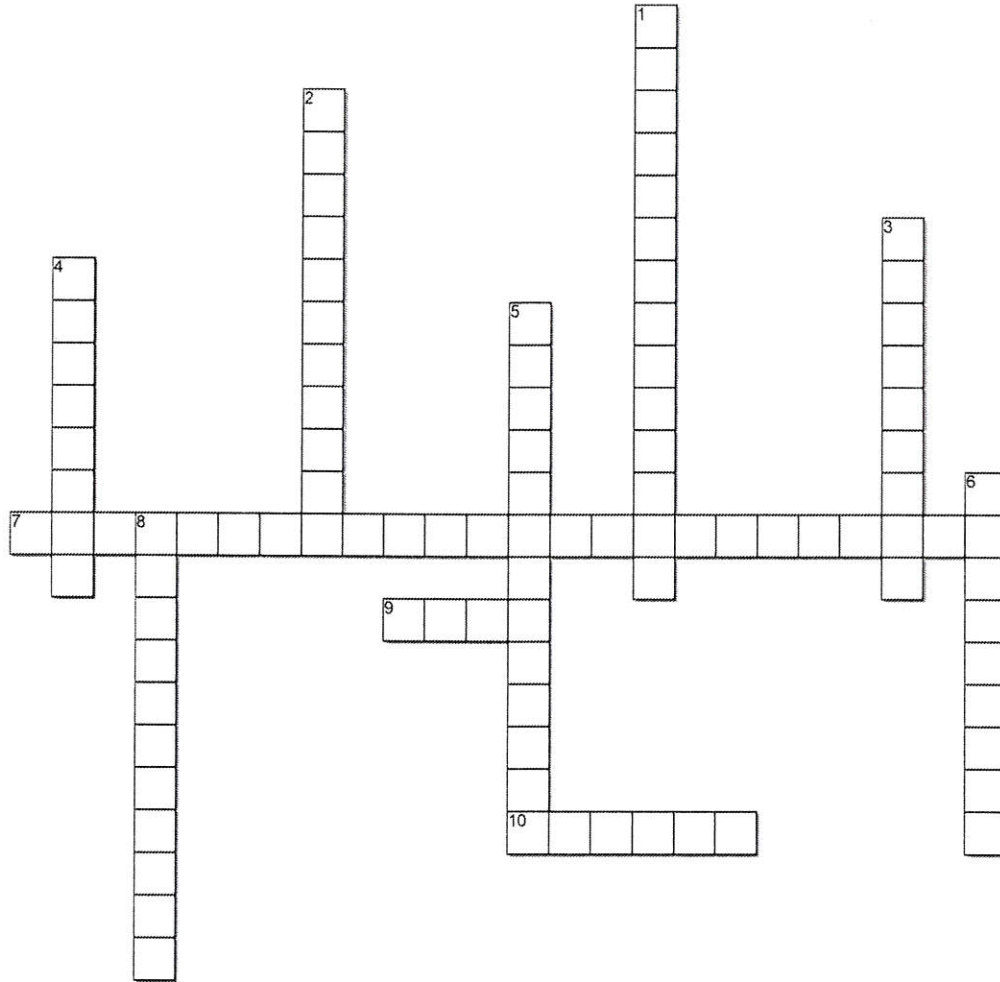
Assessment:

- Observing individual classwork
- Group discussion

Name: _____

"Know Your Rights"

Using what we have recently learned about The Declaration of Human Rights, test your knowledge and try your best to complete the following crossword puzzle! Have Fun!



Across

7. If you ever have an issue involving human rights where should you go in PEI?
9. In article one of the Declaration of the Human Rights is that all individuals are born _____
10. There are _____ articles of these in the Declaration of Human Rights.

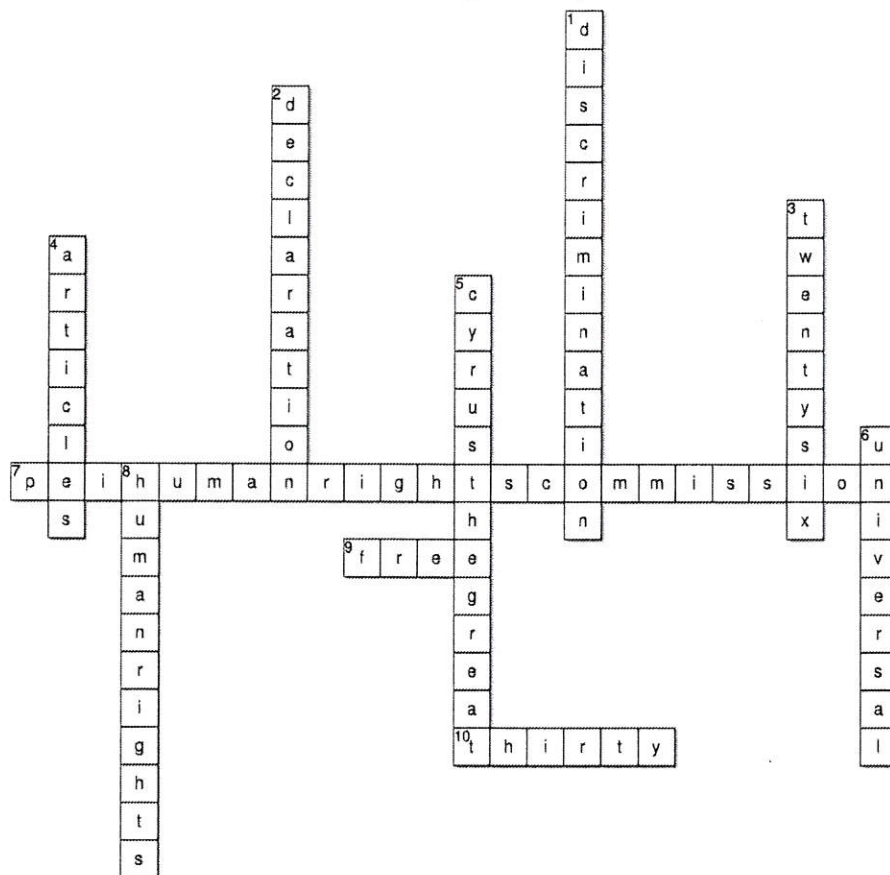
Down

1. The PEI Human Rights Commission bases its foundation off of the article relating to _____.
2. The human rights that were decided were put into a _____.
3. Article _____ is the Right to Education.
4. The Declaration of Human Rights is made up of these.
5. Who was the person who was said to have created the first copy of Human Rights on stone?
6. Human Rights are not just local, but also _____.
8. A right that is believed to belong to every person

Name: _____

"Know Your Rights"

Using what we have recently learned about The Declaration of Human Rights, test your knowledge and try your best to complete the following crossword puzzle! Have Fun!



Created on TheTeachersCorner.net Crossword Maker