

THE RIGHTS OF CHILDREN & THE RIGHTS OF CITIZENS



INTRODUCTION

The inherent rights and responsibilities of its citizens are key to a democratic government. Before students can learn about the Canadian Charter of Rights and Freedoms, they should be able to discuss what a “right” and a “freedom” are and the responsibilities that are inherent in both. When they apply the idea that with every right is an inherent responsibility, students begin to think on a deeper level.

Students will examine and compare the United Nations (UN) Convention on the Rights of the Child to the Canadian Charter of Rights and Freedoms by using a Venn diagram, surveys, and expositions. The process of debating and sampling results from class, home, and school will set the stage for the democratic process.

PURPOSE

Students will investigate the Canadian Charter of Rights and Freedoms and the UN Convention on the Rights of the Child to further understand the concept of rights as they relate to citizenship and quality of life. Students will survey a sample group comprised of classmates, schoolmates, and family members to determine which of the rights is most important to them and then develop an exposition to support the right they feel is most important. This lesson can be extended into a debate where students defend their viewpoint.

CURRICULUM EXPECTATIONS

Social Studies (Grade 5)

- demonstrate an understanding of the rights of Canadians, including those specified in the Charter of Rights;

- sort and classify relevant information to test hypotheses and make comparisons.

Language: Reading (Grade 5)

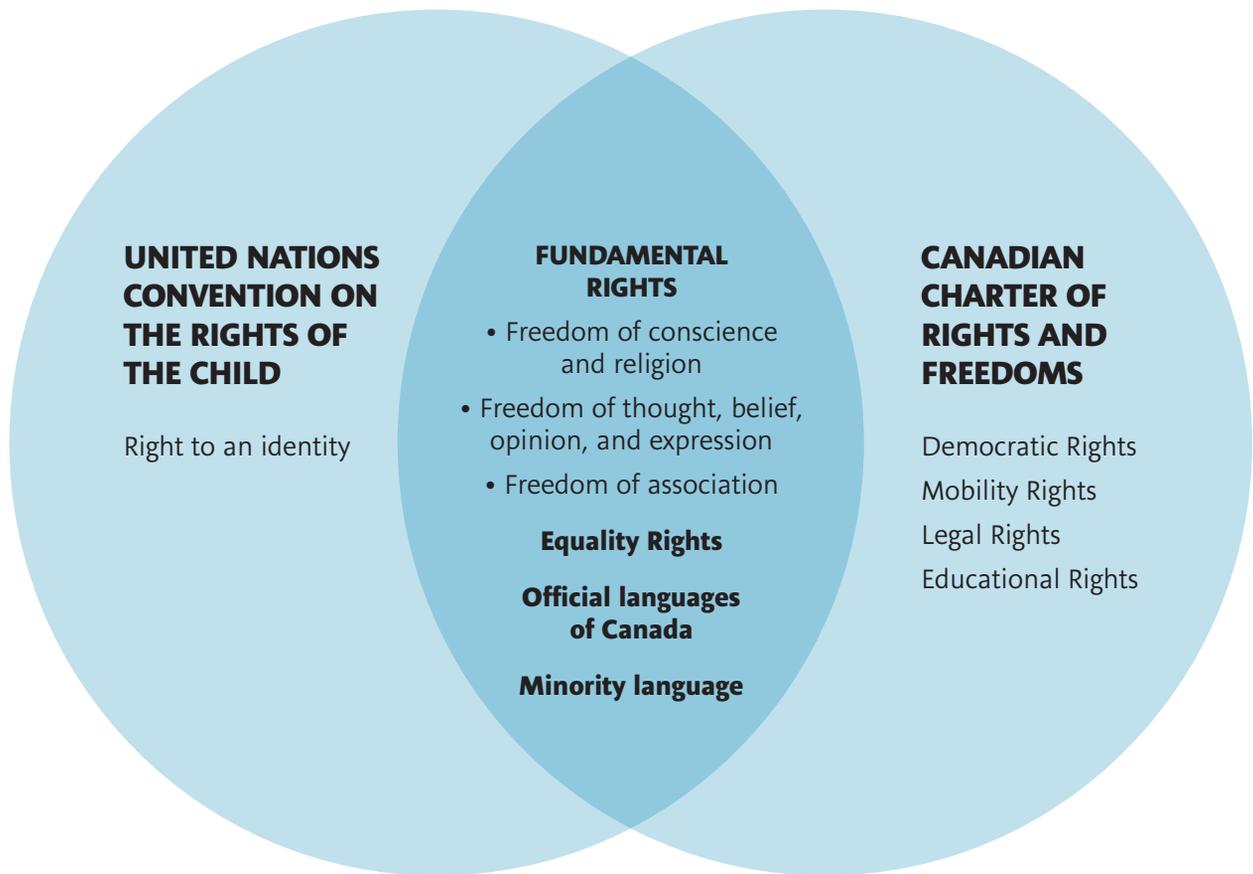
- explain their interpretation of a written work, supporting it with evidence from the work and from their own knowledge and experience.

Language: Writing (Grade 5)

- communicate ideas and information for a variety of purposes (e.g., to present and support a viewpoint) and to specific audiences (e.g., write a letter to a newspaper stating and justifying their position on an issue in the news);
- organize information to convey a central idea, using well-developed paragraphs



VENN DIAGRAM SAMPLE



that focus on a main idea and give some relevant supporting details.

Language: Oral and Visual Communication (Grade 5)

- express and respond to ideas and opinions concisely, clearly, and appropriately.

Mathematics: Data Management and Probability (Grade 5)

- evaluate data presented on tables, charts, and graphs and use the information in discussion.

LESSON OUTLINE

1. Review the definitions and concepts of rights and responsibilities as they relate to home, school, and peer groups.
2. Read For Every Child: the rights of the child in words and pictures with the whole

class to review the UN Convention on the Rights of the Child as a group.

3. Review the UN Convention on the Rights of the Child and provide students with time to review websites on the UN Convention on the Rights of the Child listed in the resources at the end of the lesson.

4. Review the Charter of Rights and Freedoms with the class.

5. Discuss the similarities and differences between the various rights indicated in the UN Convention on the Rights of the Child and the Charter of Rights and Freedoms using a Venn diagram. Draw a large Venn diagram on the blackboard. Students can move the rights around the board and discuss where they see similarities and differences between the Charter and the Convention. Another possibility for this activity is to use two hoola hoops and create a Venn Diagram Sample by overlapping them on the floor. Arrange

the students in a circle with the hoola hoops in the centre and invite students to manipulate the photocopied rights within the hoola hoops. To see a comparison visit www.rightsofchildren.ca/report/index.htm.

6. Assign a Venn Diagram Sample to be completed in pairs. With their partner, students will choose one right from the Charter of Rights and Freedoms and indicate the similarities and differences between that right and the rights listed in the UN Convention on the Rights of the Child.

7. Distribute the Small List of Rights and one piece of chart paper to each pair of students. Students will cut and paste the right from the Charter of Rights and Freedoms and in the centre section list all the rights that overlap with the one they chose from the UN Convention on the Rights of the Child. This exercise will provide the students with the opportunity to compare the rights

SMALL LIST OF RIGHTS

in the two documents and where there are commonalities. As well, the language used in the documents will be better understood once the comparison is done.

8. Following the Venn diagram, students will select a right which they feel is most important. They will write an expository paragraph creating an argument for the right(s) they feel is most important. A graphic organizer and writing template are included for student use.

9. Invite students to read their expositions to the class. This reading may sway students to change their opinion towards one right or another.

10. Using a Tally Sheet, students can compare their choice of the most important right to the class, school, and home by surveying a sample to determine what the most important right is to a larger sample group. Graphing results can be an interesting way to prepare the students for the experience of the election and vote.

ASSESSMENT STRATEGIES

Students will be assessed on expectations indicated for the lesson using a Summary Assessment Sheet – Expository Writing and Data Management, for their expository paragraph which should indicate a clear understanding of the rights of Canadians, including those specified in the Charter of Rights and Freedoms, by comparing and contrasting it to the UN Convention on the Rights of the Child. Students should also indicate the skills necessary to tally and graph data collected from their surveys of family and friends.

MODIFICATIONS AND ADAPTATIONS

It is important to break down this lesson into smaller steps for the students who have difficulty. Reading at the group level can be difficult. A suggestion would be to allow the special education child to re-read the book with a peer or another available adult. In order to complete the Venn diagram, students can work with the poster on the board to support their understanding. Using the website listed in the resources will also help to explain what each of the rights means through

The UN Convention on the Rights of the Child

The Right to an Identity

The Right to a Safe and Healthy Life

The Right to Special Care for the Disabled

The Right to Protection from Harmful Work

The Right to Family

The Right to Special Protection in Times of War

The Right to Protection from Discrimination

The Right to Special Treatment if Arrested

The Right to Express Yourself and Have Access to Information

The Right to an Education

The Right to Protection Against Abuse

The Charter of Rights and Freedoms

Fundamental Rights

Democratic Rights

Mobility Rights

Legal Rights

Equality Rights

Official Languages of Canada

Minority Language

Education Rights



THE MOST IMPORTANT RIGHT TEMPLATE

Name: _____

Introduction and topic sentence: (This sentence introduces the right you are going to defend as the most important right.)

Reason 1: (State and explain clearly one reason why this right is the most important in your opinion.)

Reason 2: (State and explain clearly another reason why this right is the most important in your opinion.)

Reason 3: (State and explain clearly another reason why this right is the most important in your opinion.)

Conclusion: (Closing sentence restates topic sentence. e.g. For these three reasons, I believe _____ is the most important right.)

pictures and words. The graphic organizer provided offers support with the organization and writing of the expository paragraph.

EXTENSIONS

Language (Oral and Visual Communication):

Create a debate where students defend the right(s) they feel are most important.

The Arts (Visual Arts) and Language (Oral and Visual Communication):

Create posters or works of art to illustrate the rights within either UN Convention on the Rights of the Child or the Canadian Charter of Rights and Freedoms. ■

RESOURCES:

<http://rightsofchildren.ca>

This site is sponsored by the Canadian Coalition for the Rights of Children (CCRC). The coalition works to achieve full implementation of the Convention on the Rights of the Child in Canada and globally and includes information about the UN Convention on the Rights of the Child and resources for young people.

<http://www.unicef.org>

This page is the official UNICEF page and contains links to annual reports on the state of the world's children, audio and video stories by and about children around the world, and a wealth of other materials.

<http://publications.gc.ca/collections/Collection/CH37-4-3-2002E.pdf>

This is the official pdf version of the Canadian Charter of Rights and Freedoms.

Excerpted from the ETFO resource *You Choose*, which was prepared by Renee Belhumeur, Debbie Donsky, Wendy Hughes, Karen MacGillivray.

Download the full resource from the Resources for Educators section of etfo.ca.