

EDUCATING FOR GLOBAL CITIZENSHIP

Through a Children's Rights Lens

For Grades K – 8
British Columbia Schools



Every child.

Every opportunity.

No exceptions.

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Rights Lens

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ACKNOWLEDGEMENTS

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Contributors

UBC Faculty of Education professors and students
Leigh-Anne Ingram, UNICEF Canada consultant

Graphic Designer

Sarah Hutchison, SPARK Global Learning
sparkgloballearning.com

Editor

Is Five Communications

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E-mail: globalclassroom@unicef.ca

Web: globalclassroom.unicef.ca

ABOUT UNICEF CANADA'S GLOBAL CLASSROOM PROGRAM

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.

ABOUT UNICEF WORLDWIDE

UNICEF (United Nations Children's Fund) is a leading advocate for children, helping to build a world where the rights of every child are realized. Unique among world organizations and among those working with the young, UNICEF has the global authority to influence decision-makers and the grassroots partnerships to turn innovative, life-saving ideas into reality.

UNICEF's work as a charitable foundation is carried out in 190 countries throughout the world. The heart of UNICEF's work is in the field with programs developed in cooperation with the host country. Guided by the United Nations Convention on the Rights of the Child (Convention) UNICEF believes that the survival, protection, and development of children must be a global priority, and that every child has the right to health, education, equality, and protection.

In 1989 the Convention was created. World leaders decided that children needed a special convention just for them because people under 18 years old often need special care and protection that adults do not. The leaders also wanted to make sure that the world recognized that children have human rights too. The Convention on the Rights of the Child is the first legally binding international instrument to incorporate the full range of human rights—including civil, cultural, economic, political, and social rights. The Convention has achieved near-universal acceptance, having now been ratified by 193 parties.

ABOUT THIS PROJECT

This guide was developed with the University of British Columbia as part of a larger partnership with seven different university partners across Canada and funded by the Canadian International Development Agency (CIDA). The guide supports these faculty units:

Curriculum and Pedagogy, Educational Studies, Language and Literacy Education.

Through this project, UNICEF Canada is seeking to increase the number of Canadian teachers and students practicing global education, by enhancing teachers' abilities to integrate curriculum-mandated teaching and learning for human rights, peace, social justice, cultural competency, environmental awareness, and global citizenship in their classrooms, while highlighting Canada's contribution to sustainable international development.

For more information about this guide or to make suggestions for future revisions, please contact: globalclassroom@unicef.ca.

ABOUT OUR PARTNERS

University of British Columbia (UBC) Faculty of Education Mission and Vision

- To advance education's role in the well-being of people and communities
- Professional Excellence
- People and Community
- Ethics and Responsibility.

As countries around the world move into an era of global integration, citizenship can no longer be defined by national borders. For this reason, it is more and more important that we learn to see ourselves and that we educate our children to see themselves as responsible global citizens. By beginning today, we can help ensure young Canadians become informed about and engaged in global issues so that they understand and value Canada's international efforts.

The Global Classroom Initiative supports the development of school-based global education resources and activities. We look forward to supporting projects from the education sector that will help Canadian youth get to know their global neighbours, appreciate different world views, and understand the global impact of their choices and actions.

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SECTION 4: SOCIAL JUSTICE

Social justice refers to the widely held notions of fairness and human rights that can be either denied or promoted on individual, local, national and global levels. It is only in the presence of justice that individuals can develop to their full potential and the conditions for lasting peace can exist. An understanding of these issues will enable young people to work for greater justice in their own countries and abroad.

Social justice refers to the concept of equity in the world. It is the respect of the basic rights for all human beings, without consideration of race, culture, religion, kind, physical difference, etc. It is when these fundamental needs are not satisfied that we face an injustice.

Poverty is the most fundamental injustice and most widespread, since it prevents the satisfaction of the fundamental needs (access to a reasonable standard of living, adequate housing, medical treatment, clean environment, employment, etc.).

GOALS AND OBJECTIVES

To teach students about *Social Justice* is to allow them to:

- Know the rights and fundamental freedoms of each person, as well as the responsibilities
- Act to support greater equality for all and to correct injustices in order to make it possible for students to go beyond the reactions of guilt, blame, or resentment, and to lead them to actively commit themselves to promoting justice and equality.
- To recognize the differences between fundamental needs and wants or desires.
- To recognize and denounce global injustice.

Things I do in class to teach about *Social Justice*:

- I apply the ideals of equality and respect for diversity.
- I encourage students to be empathetic and responsible for their actions.
- I post and help students learn about the United Nations Convention on the Rights of the Child.

Links to the Convention on the Rights of the Child

Article 1: Any person under the age of 18 years 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 5: Families have the responsibility to help children learn to exercise their rights and to ensure that their rights are protected.

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

KEY CONCEPTS

Rights

Rights can be defined as those things—both material and non-material—that all are entitled to have or to do in order to live with dignity.

Freedom

Everyone has the right to take part in activities that nurture his/her full development, such as education; the practice of a religion, culture and language; freedom of expression; and opportunities to belong to associations and to have access to information.

LESSON 17: MY FAVOURITE FOODS

Grades

- 1 to 3

Objectives

- To help students become more aware about what is fair and unfair and the effects of fairness and justice.

Materials

- Chart paper, pencils, coloured markers, erasers, scissors, glue, tape and sheets of coloured paper arranged into groups (as outlined in *Activity* instructions).

Global Themes

- Social Justice

Timing



Activity

- Ask students to close their eyes and imagine that they are going to have a meal of all of their favourite foods. Tell them to imagine each of the foods they would like to have. Have students imagine all the colours, smells, sounds, textures and tastes they would encounter.
- Ask them to open their eyes and have the students share what they imagined when their eyes were closed. Record the words/and or pictures on the board as you discuss the different foods for students. They will need to refer to the list later.
- Explain to the class that they will now participate in an activity to experience how it feels to be treated fairly or unfairly.
- Divide the class into groups of three. Tell them you are going to give each group some materials to create a large poster about their favourite meals. The objective is to make the poster as creative and colourful as possible.
- Ensure that the groups receive differing configurations of materials. There should be three different kinds of groups and they should receive materials as outlined below:
 - **Group One** – a large sheet of white paper and a pencil for each child.
 - **Group Two** – a large sheet of white paper, pencils and coloured markers for each child.
 - **Groups Three** – a large sheet of white paper, pencils, a pack of coloured markers and erasers, scissors, glue, tape and sheets of coloured paper.
- Give the students about 20 minutes to draw a huge poster of their favourite foods. Get the students to tape their posters on the wall and describe all of the foods in their poster.
- Then, ask the students the following discussion questions.

Discussion

- Which poster do you like the best and why?
- How did you feel about the materials that you were given?
- Did you think that the distribution of materials was fair or unfair?
- How did you feel about being in a group with **lots** of materials? How did you feel about being in a group with **few** materials?
- Did anyone complain about the materials?
- Can you think of a better way to hand out the materials?
- Do you think it would have been different if each group had the same materials?

Note

- If students have strong feelings about this activity, the teacher may need to redistribute the materials and give them another chance to draw their favourite foods or perhaps their favourite toys.

Variations

- Students can do a similar exercise but can use the materials to design a toy or game, or to draw a poster of their family or home.

Extension

- This activity can be followed by a discussion about any other situations in real life in which people have different resources or materials and why. Is it fair or unfair? The teachers can introduce students to the UN Convention on the Rights of the Child and discuss how this Convention helps make the world fair for all children. The class rules can be rewritten to reflect children's rights with the students participating in its development.

LESSON 18: WHAT'S FAIR?

Grades

- 4 to 8

Objectives

- To help students determine what is 'fair' and what is 'unfair', as a way of introducing the concepts of justice and injustice.

Materials

- One set of *What's Fair Situations* (pages 137-138) per pair of students.
- Chart paper, glue.

Global Themes

- Social Justice

Timing



Activity

- Ask students to think about a time in their lives when something unfair happened to them. If some students wish, they can share their story with the class. Ask students to talk about what makes something fair or unfair.
- Organize students into pairs. Hand out one set of *What's Fair Situations*, glue, chart paper and a marker to each pair. Have them create three columns on their chart paper titled: 1) Fair, 2) Unfair, 3) Not Sure.
- Ask students to work together to sort the situations into the three categories: those in which they think the child is being treated fairly, those in which they think the student is being treated unfairly and those they are not sure about.
- Then, have each pair join with another pair that had four different *What's Fair Situations*. As a group of four, ask them to discuss their opinions about the situations. When they have all reached a consensus about the categorization of each situation, have them glue it onto the chart paper under the appropriate column.
- Discuss the activity using the questions below.

Discussion

- Which situations did you consider 'fair'? Why?
- Which situations did you consider 'unfair'? Why?
- Which situations (if any) were difficult to decide upon? Why?
- What needs to be done to make the unfair situations fair?
- What can governments, organizations, teachers and 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 brainstorm a list of situations in their community/country that they believe are unfair. Then they can research the causes and consequences of these situations and propose solutions.
- Each pair of students can select one of the unfair situations, and use it as the beginning of a story. Then they can complete the story in such a way that the ending is fair to the child.
- Students can discuss how families, schools, groups, the community and the country prevent unfair occurrences from happening. Some possible ways might include having rules or forming laws.

Variation

- Younger students may be given only one situation per pair. They decide if it is fair or unfair. The whole class then makes one large chart to show how the situations were classified.

Source: This activity was adapted from: UNICEF Canada, "What's Fair?" in *Parenting the Rights Way* (2010) and Fountain, S., "What's Fair?" In *Education for Development: A Teacher's Resource for Global Learning*, Hodder & Stoughton (1995).

LESSON 19: TEN CHAIRS

Grades

- 6 to 8

Objectives

- To help students become more aware of inequalities in wealth in Canada and around the globe.
- To develop students' understanding and familiarity with the concepts of 'wealth' and 'income'.

Global Themes

- Social Justice

Timing



Materials

- 10 chairs lined up across the front of the room.
- Refer to *Five Facts for Discussion* (page 138).

Activity

- Ask students to work with their neighbour. Ask them to discuss the following questions:
 - What is wealth?
 - What is the difference between wealth and income?
 - How do we measure wealth?
 - What is wealth distribution?
 - Is wealth equally or evenly distributed in the world? In Canada? Why or why not?
 - Has there ever been a time when wealth was distributed equally?
- Instruct the students to write down as many things as they can think of that relate to wealth (yearly salary, house, car).
- As a large group, have the students present some of their ideas about wealth and the answers to the discussion questions. Present some of the information from *Five Facts for Discussion* (page 138) to encourage further discussion.
- Next, explain that you are going to do a simulation showing how wealth is distributed in the world and within Canada.

Simulation:

- **Step 1 – Wealth Distribution in Canada** – Ask for 10 volunteers to participate in the simulation. Tell them each person represents 10% of the world's population and each chair represents 10% of the material wealth in Canada. Ask the 10 volunteers to sit in the chairs as if the wealth in the world were evenly and equally distributed between all parts of the world (each person should sit on one chair).
- **Step 2 – The Top 20% (The Wealthiest)** – Choose two people out of the ten to represent the *wealthiest 20%* of Canadians. Ask these two students to sit across 7 chairs. Ask them how much of the wealth they own (7/10 or 70%). Ask the students how they feel about their position. ***In 2009, the top 20% of Canadians (the wealthiest) owned 69% of the wealth in the country.***

Activity (continued)

- **Step 3 – The Next 20% (The Second Wealthiest)** – Then choose another two people to represent the next 20% of Canadians, or the second wealthiest. Ask these two people to sit across two chairs. Ask them how much they own (2/10 or 20%). Ask the students how they feel about their position. ***In 2009, the second wealthiest 20% of Canadians owned 20% of the wealth in Canada.***
- **Step 4 – The Bottom (The Average Canadians)** – Then tell the remaining six people to sit on one chair. (Be prepared for many comments and conflicts that may ensue at this point, when students try to all fit on one chair). Ask these students how much of Canada's wealth they own (1/10 or 10%). Ask the students how they feel about their position and about having to have six people share one chair. ***In 2009, the bottom 60% of Canadians owned only 11% of Canada's wealth.***

Discussion

- How did you feel about your position and how the wealth was distributed?
- What issues/problems arose during the activity?
How did the groups treat one another?
- Did you push someone off the chair to make room?
- Do you think this situation is fair/just? Why or why not?
- What are some of the causes of this inequality?
- What questions do you have after this simulation?
- What social problems could result from this inequality?
- What are some strategies/solutions for addressing this inequality?

Extension

- Examine disparity between provinces or regions of Canada (see moneysense.ca/2009/11/01/the-all-canadian-wealth-test/). Students can research and compare inequality within Canada to that in other countries around the globe.

Source: United for a Fair Economy (UFE) and T. Giecek, *Teaching Economics As If People Mattered*, Available at:
teachingeconomics.org/content/index.php?topic=tenchairs.

Participatory Learning: Simulations

Simulations can be thought of as extended role plays. They deal with complex issues affecting various people or groups, which are played out by individuals or small groups in the class. A thorough debriefing must follow any simulation. Students should discuss their feelings, why they chose the actions they did and any injustice they perceived and how acceptable they found any resolution. They must be helped to draw parallels between what they have experienced and the actual world situation. Otherwise, they may view the experience as just a game.


For further social justice simulations and lessons go to:

bctf.ca/SocialJustice.aspx?id=6304

bctf.ca/SocialJustice.aspx?id=17632


WHAT'S FAIR SITUATIONS

Set One



<p>Gina wants to play football with a group of boys at break time, but they won't let her play because she is a girl. Is this fair to Gina?</p>	<p>Saleema's grandfather gave her some money for her birthday. Saleema wants to use it to buy candy. Her parents say that she cannot, because that would be bad for her health. Is this fair to Saleema?</p>
<p>Ali is ten years old, and likes to go to school. But his family needs him to get a job to earn some money, because there are younger children to feed. So Ali does not get to finish primary school. Is this fair to Ali?</p>	<p>Marta comes to school without having done her homework. The teacher makes her stay indoors at break time to do it. Is this fair to Marta?</p>

Set Two



<p>Lee lives in a country which is at war. It is dangerous to travel. He cannot go to the health clinic to get his immunization shots. Is this fair to Lee?</p>	<p>Chris doesn't like school, and wants to leave. His parents say he can't leave because he is only ten years old. Is this fair to Chris?</p>
<p>Rose and Tahira have come to live in a new country, and are learning to speak a new language. Sometimes in school, they speak their home language. The teacher makes them stop, and says that they must learn to speak like everyone else in the school. Is this fair to Rose and Tahira?</p>	<p>George tells a joke about someone of another race. The teacher tells George that he must stop, that saying cruel things about people of another race is not allowed in their school. Is this fair to George?</p>

FIVE FACTS FOR DISCUSSION

Use the following economic facts to augment discussions about Canada's economy in the lesson *Ten Chairs* (pages 70-71).

1. The average Canadian woman earns 2/3 of what the average Canadian man earns.¹
2. The average single Canadian has an annual income of \$37,800.¹
3. Almost half the world—over three billion people—lives on less than \$2.50 a day.²
4. The poorest 40 per cent of the world's population accounts for five per cent of global income. The richest 20 per cent accounts for three-quarters of world income.²
5. Nearly a billion people entered the 21st century unable to read a book or sign their names.²

SOURCES

1. moneysense.ca/2009/11/01/the-all-canadian-wealth-test/
2. globalissues.org/article/26/poverty-facts-and-stats

For more detailed information on income and wealth distribution, go to:
progressive-economics.ca/2006/12/06/world-distribution-of-wealth/.