Lesson Plan by: Emily Bauman

Lesson: Children’s Rights   Length: 55 minutes

Age/Grade Intended: 5th

Academic Standard(s):

SS 5.2.10  Roles of Citizens: Use a variety of information resources to identify and evaluate contemporary issues that involve civic responsibility, individual rights and the common good.

Performance Objectives:

After learning about the Rights of a Child, the students will illustrate a graphic flyer that includes at least one right of a child.

Assessment:

The teacher will collect the illustrated flyer that includes a graphic and explanation of at least one right of a child.

Advanced Preparation by Teacher:

- The book For Every Child, by Caroline Castle (UNICEF)
- Collection of Articles from newspapers, magazines, etc. that show violation of children’s rights
- KWL chart
  - Internet access

Procedure

Introduction/Motivation: Post a KWL chart on the board and allow students two minutes to discuss some of the rights that they have. Write what students know under the K column. Now ask students what they would like to know about their rights and fill in the W section of the chart. Begin reading the book For Every Child. This book will open children up to that fact that they do have rights and a say about what happens to them. Ask guiding questions throughout the story such as: “What does it mean to have an inherent right to life?” (Bloom’s: Knowledge) Say since one of the rights of children is to not be subjected to attacks on one’s reputation, “Does this mean that bullying is illegal?” (YES!) (Bloom’s: Synthesis) “Did you realize that you have all of these rights written by the government and that it is official?” (Bloom’s: Knowledge) ‘Why should children have a right to their own education?” (Bloom’s: Analysis) Explain that this is why trying hard in school is so important because many people
fought to give us these rights. Tell students that today they will be examining and dissecting certain rights of children. (Gardner: Visual/Spatial, Verbal/Linguistic)

Step-By-Step Plan:

1. Write “Human rights” on the board and define by saying this:

“Human rights apply to every human being everywhere, and are rights to which all of you are included in. They are founded on respect for the self-esteem and worth of each individual.

In other words, all you have to do to qualify for human rights is to be human. So whether you are the head of state or a beggar on the streets, a pop star or a factory worker, an Olympic runner or a wheelchair user; whatever your race, color, gender, language, religion, opinions, origins, wealth, birth status or ability, you are entitled to these fundamental rights. (Unicef.com)

2. Watch and read the following photo essay from http://www.unicef.org/photoessays/30048.html. (Gardner: Visual/Spatial)

3. Explain to students that today they will be dissecting or pulling apart a few of the 54 Rights of a Child so they may get a better understanding of what the rights say.
   a. “… every child has the inherent right to life … survival and development …”
   Dissect this. Ask, “Explain what it takes to survive?” (Bloom’s: Knowledge)
   “What kinds of things does it take to develop?” (Bloom’s: Analysis) “How many ways can you suggest what do you do that helps you grow and develop?” (Bloom’s: Synthesis)
   Compare your development to children in other countries. Are their rights being followed?” (Bloom’s: Analysis)
   b. Ask which rights the students are having trouble understanding and dissect at least two more the same way, always asking probing questions.

4. Divide students up into five groups (about four to a group). (Gardner: Interpersonal) Give each student an article that has a right of a child that is being violated. The group’s job will be to pick a few or several rights that have been violated and write them down on a lined piece of paper. For example, if a person at school bullied a student that would be a violation of Child Right Article Two—“children will be treated without discrimination of any kind.” They do not have to write which article it is, this is optional. Allow students to use the book, internet, or photo essays from UNICEF as resources.

5. Teacher should be overseeing groups. Ask questions that relate to topic while students record violations of rights.

6. Each group will then be asked to complete a flyer representing one right of children. (Gardner: Visual/Spatial) The flyer should be done on a medium sized poster board, have the right written on the board and an explanation of the right. The students will use the lined paper record for ideas for the illustrations. Explain to students that each member must be involved in the flyer. Jobs include-illustrators, writers, idea makers, designers, and presenter. These can be self assigned or done by the teacher. Make sure to label on the back of the poster who did what job.
**Closure:** The flyers will be shared as a class by the presenter while all members of the group stand at the front of the room. These posters will be hung up when all presentations are completed so children remember their rights. Teacher will tell students the next time they feel wronged they can explain that they have rights too. Fill in the remaining section of the KWL chart about what they learned. The teacher will check each poster to make sure there is at least one right of a student and a graphic illustrating it.

**Adaptations/Enrichment:**
Student with visual impairment: Allow student to use enlargement software for the computer when using internet resources.
Student with ADHD: Have student pass out materials.
Student with emotional disorder: Pre-warn student of group activity as to not cause emotional stress.

**Self-Reflection:**
Did students take the topic seriously?
What went well? What didn’t?
What would I do differently next time?
Did students have enough time to successfully complete the project? Did I show enthusiasm for the lesson? Did the flyers turn out as expected? Did students work well as a team? Did my assessment work as expected?