

## Studying Children's Rights

### *Upper Secondary*

#### Key Inquiry Questions

1. What rights is everybody born with?
2. What are the different types of rights?

#### Learning Outcomes

1. Students will be able to explain their rights as a person and a child by the end of this lesson.
2. Students will be able to create a persuasive argument about a child's right by the end of the lesson.
3. Students will be able to create a visual to relate to their topic by the end of the lesson.

#### Overview

In this lesson, students will be focusing on the importance of children's rights and what they are. The lesson will begin with the question: what do you think your rights are? As students are thinking of an answer, the teacher will create a mind-map for the class to complete together on children's rights. Students will then complete individual research projects on a particular right children have. Each student will be given their own individual children's right to look over and will create an awareness poster about it (details of what an awareness poster is included in the lesson plan). In addition to creating an awareness poster, students will also write two paragraphs about their particular right they researched and how it relates to the poster they created. After all, students have completed a poster, the students will do a gallery walk. A gallery walk is where the students place their projects around the room and students will be given time to walk around and look at each one. For each poster, each student will write two comments for each one: one thing they loved about the poster and one thing the student could have added to their poster.

#### Materials

##### **SolarSPELL Resource:**

1. Wikipedia (Reference Tools -> Wikipedia)

### Other:

1. large paper (if possible, if not any paper) per student
2. writing utensils
3. coloring utensils (if possible)
4. Technology resource for research (if possible)

## Suggested Procedure

### Before Lesson:

- Begin the lesson by explaining to the students what a right is:
  - Right: a moral or legal entitlement to have or obtain something or to act in a certain way. (Source: Dictionary.com)
- Ask the students to think to themselves about this question: what are your rights as a child?
- As students are thinking to themselves of some ideas write a mind-map where all children are able to see:
  - If students are unfamiliar with mind-maps begin by telling the students what a mind map is: “A mind-map is a collection of small ideas for one big main-idea. It allows someone to bring in small concepts to support their central concept. For this particular assignment, our main idea is Children’s Rights. To start a mind-map, make sure your central concept, which is Children’s Rights, is in the center of the page. Once that is done, use lines, arrows, etc. to show the branching of supporting ideas. For this discussion, we are using lines to branch.”
    1. Create a small circle in the center of a paper or a board for all students to see and write Children’s Rights in the middle of the paper.
    2. Ask students to share out ideas
      - a. When a student shares out an idea, for an example we will say the right to speak, draw a line from the central circle connecting to a smaller circle. Once this smaller circle is drawn, write the idea stated, in this example, it would be right to speak.
    3. Repeat step two until you feel like the students have a good mind-map laid out.
- Fill out the mind-map until it is full enough for the students to have an idea of what they should be thinking of when hearing “Children’s Rights”

### During Lesson:

- List the types of rights and read each definition given on the page.
- After each definition is given, have a class discussion to ensure students understand the definition and have them come up with three more examples of the type of right.



### After Lesson/ Assessment:

- Explain to students they will be doing a project for a specific type of right related to children's rights:
  - Each student will be given a type of right (listed on the Children's Rights page on Wikipedia [http://eastafricaschoolserver.org/Wikipedia/wp/c/Children%2527s\\_right\\_s.htm](http://eastafricaschoolserver.org/Wikipedia/wp/c/Children%2527s_right_s.htm)).
  - When they are given a type of right, they will be given time to understand the meaning of the right and come up with a specific example related to the type of right.
  - Once the students have a good idea of the right they are researching they will be asked to create an awareness poster for this right
    - An awareness poster is a designed cartoon, writing, slogan, etc on a piece of paper to give a memorable message across.
    - Students can be as creative as they want to with these as long as it relates to the children's right they are researching.
  - After creating their poster, students will be asked to write two paragraphs (a paragraph is six sentences long).
    - 1st paragraph: explaining the right they researched and why it is important to have.
    - 2nd paragraph: explaining what their poster represents and how it relates to the children's right they researched.
- After the students have made their posters and written their paragraphs, ask the students to place their posters equally around the room.
- Once the students have placed their posters around the room, set a piece of paper by each poster.
- Explain to the students that they will be doing a gallery walk.
  - A gallery walk is where students will walk around the room quietly while looking at each piece (poster).
- Tell the students that as they are walking around the room there is a piece of paper placed at each poster. On this paper, they will be asked to write something they loved most about the poster and will also write something the student could have added to the poster.
- The assessment of this lesson will be the posters that each student presents.