

Advocating for Children's Rights

*A classroom resource that raises awareness of children's rights.
This resource can be used as a companion to
the WE Are Silent fundraising initiative.*

Grades 7 to 8
American Edition

AN INITIATIVE OF



Dear Educator,

Welcome to the WE Movement. We are so glad you've joined us in our mission to inspire, educate and empower students to find their place in the world. With 16,000 schools and groups thriving in WE Schools, we are delivering impressive results in academic engagement, life skills and civic engagement. Through the WE Schools process of experiential service-learning, students will become engaged in local and global issues through collaboration and independent reflection.

In 1989, the United Nations established the Convention on the Rights of the Child, which outlines the fundamental rights and freedoms that all children around the world are entitled to. All the countries that have ratified this agreement made a commitment to uphold the rights of their children and youth. However, even though this commitment has been made, many children around the world are still being denied access to things like education, clean water, nutritious food and adequate health care.

This classroom resource is designed to help your students become informed about children's rights issues and to provide them with the skills and tools they need to become advocates for other children, locally or globally, who are being denied their rights. Your students will be empowered to use the power of their voice to speak out in support of young people around the world. Or your students can choose to participate in the WE Are Silent campaign and take a vow of silence to raise awareness within their school or local community about these issues for those who don't have a voice.

This is an exciting time to be an educator. Together, we have the power to reignite the fundamental purpose of education: moving students to want to learn and preparing them with the life skills to better the world and forge their own paths to success.

Thank you for having the heart and the passion to bring the WE Schools program into your class. We are honored and encouraged to work with such a dedicated and enthusiastic group.

We are stronger together,



Craig and Marc Kielburger
Co-Founders, WE



AN INITIATIVE OF



Essential Question: What is experiential service-learning and how can I incorporate it into my classroom instruction with WE Schools curriculum resources?

WE Schools

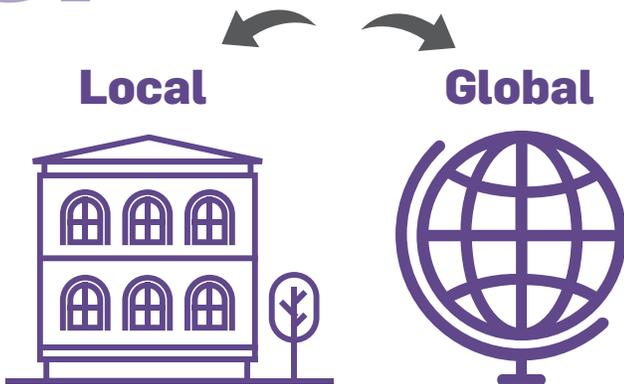
WE Schools is a unique, step-by-step program that challenges young people to identify the local and global issues that spark their passion and empowers them with the tools to take action. Educators and students work together to learn about the world and to take action to create meaningful change. Delivered in 16,000 schools and groups across North America and the UK, the program provides educators and students with curriculum, educational resources and a full calendar of campaign ideas.

What Is Experiential Learning?

Experiential service-learning is based on a structured academic foundation that goes beyond volunteering and community service. It's a practice that engages teachers and students with their communities in a structured way and allows students to meet their learning objectives while addressing their community's needs.

The Four Steps of WE Schools

- 1. Investigate and Learn**
Students explore topics related to a real-world challenge or opportunity.
- 2. Action Plan**
Students develop a plan to implement their service-learning project, including one **local** and one **global** action.
- 3. Take Action**
Students implement their action plan.
- 4. Report and Celebrate**
Students present the results of their service-learning initiatives.



Setting Students Up For Success: In School, the Workplace and Life

WE Schools Introduction: [WE.org/we-at-school/we-schools/](https://www.we.org/we-at-school/we-schools/)

Living WE: Is about improving our lives and our world by reaching out to others. It involves focusing less on “me” and more on “we”—our communities, our country and our world.

Social Emotional Learning: The WE Learning Framework is grounded in social emotional learning principles, helping students develop the skills to manage their emotions, resolve conflicts and make responsible decisions.

Global Mindset: The ability to operate comfortably across borders, cultures and languages is invaluable. WE Schools programing promotes global mindedness and cultural competency amongst student populations during their formative years.

Active Citizenship: Students act on their growing knowledge by connecting with others in their communities, thereby generating interest, further research and engagement in local and national causes.

Reflection is a key component of our experiential service-learning model. Our reflection activities direct students' attention to new interpretations of events and provide a lens through which service can be studied and interpreted.

Our Learning Skills Legend



Argument formation



Information literacy



Leadership skills



Organization



Action planning



Research and writing



Critical thinking



Reflection

Advocating for Children's Rights Overview

In 1989, the United Nations established the Convention on the Rights of the Child that sets out the civil, political, economic, social, health and cultural rights of children around the world. However, in many countries, these rights are consistently denied and the voices of children and youth are silenced. This classroom resource is designed to help students become aware of the stories and experiences of children and youth whose rights have been denied. It will also empower students to become advocates for the rights of children and youth around the world. After participating in this resource, students will be ready to take action in the WE Schools WE Are Silent fundraising initiative.

Rationale

This classroom resource will help students develop a strong understanding of children's rights, as outlined by the United Nations Convention on the Rights of the Child (UNCRC). To achieve this, students will begin by developing an awareness of cultures and communities that are different from their own. Then students will learn to distinguish between needs and wants, and discover how basic needs are the foundation of the rights that all children around the world are entitled to.

It's important to note that, as of 2017, the United States of America has not ratified the United Nations Convention on the Rights of the Child (source: [United Nations Treaty Collection treaties.un.org/pages/ViewDetails.aspx?src=IND&mtdsg_no=IV-11&chapter=4&lang=en](https://treaties.un.org/pages/ViewDetails.aspx?src=IND&mtdsg_no=IV-11&chapter=4&lang=en)).

Assessing the Learning

You know your students best—their learning styles and preferences, skill levels and knowledge. You are also in the best position to anticipate the habits of mind that will make this classroom resource successful. We are mindful that students may be at different reading levels, including English Language Learners (ELL), and may have learning differences. In response, the Educator Notes throughout the resource make suggestions for differentiation along with extension and enrichment ideas that can be used.

Teaching strategies include graphic organizers, Four Corners, Gallery Walk and Graffiti.

Assessment strategies include entry and exit slips, observations, discussions and presentations.

This resource includes suggestions for a variety of books, videos and other resources designed to engage student interest and deepen understanding. Before beginning, visit your Teacher-Librarian, local library or school district resource center to get access to the resources listed in the Appendices.

► Explore other resources and current campaign offerings at [WE.org](https://www.weshoolsweare.org)

Subject(s): Social Studies, English Language Arts

Grade Level:

Grades 7 to 8

WE Learning Framework Skills:



Essential Questions:

- ▶ Are the rights of all children and youth equal?
- ▶ What does it mean to be an advocate?

Materials and Resources

- Chart paper or craft paper
- Computers or tablets with Internet access
- Paper and writing utensils
- Appendix 1: Classroom Observation Forms
- Appendix 2: Resource List
- Blackline Master 1: The Convention on the Rights of the Child

Word Bank

Advocate—To publicly support.

Declaration—An official or formal announcement of an agreement.

Deny—To refuse to grant.

Human Rights—A legal or moral entitlement believed to belong to every person.

Need—Something that is necessary, a necessity.

Right—A moral or legal entitlement to have or do something.

Uphold—To maintain, confirm or support.

Want—Something that is desired.

Sources:

Merriam-Webster www.merriam-webster.com

Oxford Dictionaries www.oxforddictionaries.com

Lesson 1:

What Are My Rights?



Suggested Time:

60 minutes

Common Core State Standards:

- CCSS.ELA-LITERACY.SL.7.1 - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- CCSS.ELA-LITERACY.W.7.2 - Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- CCSS.ELA-LITERACY.SL.8.1 - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- CCSS.ELA-LITERACY.W.8.2 - Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

Learning Goals:

Students will:

- Understand rights and declarations
- Understand that rights are based on basic human needs
- Recognize the role rights play in their lives and the lives of others

Investigate and Learn

1. Put the words *Strongly Agree*, *Agree*, *Disagree*, *Strongly Disagree* in four different corners of the classroom. Explain to students you will make statements about yourself as a teacher and they must move to the corner of the room that corresponds to their opinion of the statement.

Educator's Note: Alternatively, this activity can be done by giving each student four different colored sticky notes, representing the four opinions. Students can respond by holding up the sticky note that corresponds to their opinion.

2. **Recommended Assessment For Learning:** Present students with the first statement, "I have the right to give you three hours of homework every night." Give students a moment to think about the statement and then ask them to move to a corner. Ask three or four students to justify their opinions to assess prior knowledge of rights.

3. Present students with five or six more statements, such as: "I have the right to arrive thirty minutes late to school on Fridays," "I have the right to have a break for lunch," "I have the right to talk on my cellphone in class," "I have the right to wear whatever I want to work."

4. **Recommended Assessment As Learning:** Start to develop a collective understanding of rights by asking students to give suggestions of the rights they feel they have as students in the classroom. As students start to give suggestions record their ideas on the board and discuss whether these suggestions are reasonable (e.g., "I have the right to share my thoughts in a safe and respectful environment") or unreasonable (e.g., "I have the right to juggle textbooks during class"). Is this something you need or something you want? What is the difference?

Educator's Note: If students are not able to distinguish between wants and needs consider having a separate discussion about the difference before moving onto the next step.

5. Begin to separate students' ideas into two different lists by asking questions such as:
 - What makes a suggestion reasonable or unreasonable?
 - How is a right related to something you need rather than something you want?
 - Does it interfere with or deny the rights of someone else?
 - Does the right apply to everyone? Is it fair to everyone?

6. Once students have developed an understanding of what a right is, explain that rights are often expressed as declarations. A *declaration* is an official or formal announcement of an agreement. Model for students how to declare something by using the sentence frame:
"I, _____, declare that _____."

7. **Recommended Assessment Of Learning:** Give each student a sticky note and ask them to use the sentence frame to declare one right that they have as a student in the classroom, based on the previous discussion. When students have finished, ask them to share their note with the class and then add it to a piece of chart paper on the front board. Make sure that everyone has included something different and that everyone agrees on each note. Remind students that suggestions must fit their understanding of what a right is.

8. Once all the notes have been added, explain to students that they have now created The Declaration of the Rights of Students in _____ (e.g., Grade 8, Room 12). Invite all students to commit to the declaration by signing the chart paper.

Lesson 2:

Examining the Rights of the Child



Suggested Time:

120 minutes (over two classes)

Common Core State Standards:

- CCSS.ELA-LITERACY.SL.7.1 - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- CCSS.ELA-LITERACY.SL.7.1 - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- CCSS.ELA-LITERACY.RH.6-8.4 - Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- CCSS.ELA-LITERACY.SL.8.1 - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- CCSS.ELA-LITERACY.WHST.6-8.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- CCSS.ELA-LITERACY.RH.6-8.4 - Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

Learning Goals:

Students will:

- Understand what human rights are and why they are important
- Become familiar with the United Nations Convention on the Rights of the Child

Educator's Note: Before starting the lesson, print one copy of **Blackline Master 1: The Convention on the Rights of the Child**. Cut out the sections and divide them into six equal bundles.

1. Introduce students to the story of Yadira, a 15-year-old from Bellavista, Ecuador, www.WE.org/stories/world-water-stories-clean-water-changes-teens-life (2:24).

2. **Recommended Assessment For Learning:** Using think-pair-share, ask students to reflect on the video and discuss:
 - What was life like for Yadira before the water project came to her community?
 - In what way were her needs not being met? How were her rights being denied?
 - How did the water project ensure that her needs were met and her rights were upheld?
 - What connections can you make between your life and Yadira's life?

Educator's Note: Encourage students to look beyond access to clean water to see how Yadira's rights to education, play and safety were also being violated.

3. **Recommended Assessment For Learning:** As students are discussing the questions in pairs, circulate and use one of the forms from **Appendix 1: Classroom Observation Forms** to assess students' understanding of human rights and how they are upheld or denied. Select pairs to share their ideas with the class.
4. Explain to students that the United Nations created the Universal Declaration of Human Rights (UDHR), which contains the rights each and every human being around the world is entitled to, no matter where they live, what their personal beliefs are, what their skin color is or what their political beliefs are.

If students do not have prior knowledge of the United Nations or the UDHR document, explore the following links as a class:

 - "How Does the United Nations Work?" www.youtube.com/watch?v=Qolafzc0k74 (1:55)
 - "What Are the Universal Human Rights? Benedetta Berti," www.youtube.com/watch?v=nDgIVseTkuE (4:46)
 - "UNCRC United Nations Convention on the Rights of the Child—Introduction Video," www.vimeo.com/144004208 (2:00)
5. Explain to students that the UN also created an agreement to specifically advocate for the rights of all children and young people under the age of 18, called The United Nations Convention on the Rights of the Child UNCRC. Explain that the document has 54 different articles that outline the rights that all children around the world are entitled to. These 54 articles can be organized into four categories of rights: Non-discrimination; Devotion to the Best Interests of the Child; The Right to Life, Survival and Development; and Respect for the Views of the Child (www.unicef.org/rightsite/433_468.htm). Clarify the categories to make sure that all students have a clear understanding of each one.
6. Divide the front board or a piece of chart paper into four sections and label each section with one of the categories.

7. Give each group of students one of the bundles of articles from **Blackline Master 1: The Convention on the Rights of the Child**. Ask students to read and discuss each article and decide which category it belongs to. If students need more information they can refer to the full document on the **United Nations Human Rights High Commissioner website, www.ohchr.org/EN/ProfessionalInterest/Pages/CRC.aspx**.
8. Once students have categorized their articles, invite them to post each article in the corresponding section on the front board or chart paper. Ask each group to briefly describe their articles and explain how they categorized them. Discuss each article to ensure that everyone understands it and agrees with the categorization.
9. **Recommended Assessment Of Learning:** Invite students to select three rights from the Convention on the Rights of the Child that they feel are most important. Ask students to write a two or three paragraph reflection to explain their choices. As an alternative, students can respond orally and record themselves using voice-recording software.

Lesson 3:

Advocating for Children's Rights



Suggested Time:

120 minutes (over two classes)

Common Core State Standards:

- CCSS.ELA-LITERACY.WHST.6-8.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- CCSS.ELA-LITERACY.RH.6-8.4- Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- CCSS.ELA-LITERACY.WHST.6-8.4- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- "CCSS.ELA-LITERACY.RH.6-8.4 - Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies."

Learning Goals:

Students will:

- Develop an awareness of how children are denied their rights locally and globally
- Understand what it means to be an advocate

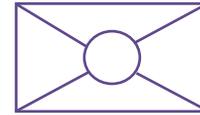
1. Introduce students to the story of **Malala Yousafzai**, a Pakistani advocate for girl's education and a Nobel Peace Prize recipient, www.biography.com/people/malala-yousafzai-21362253.

Discuss the following questions:

- What does it mean to be denied your rights?
- What rights were the girls in Malala's community being denied?
- What does it mean to be an advocate?
- Why is Malala Yousafzai considered an advocate for the right of all children to receive an education?
- What are other ways to be an advocate?

Educator's Note: If students are interested in learning more about Malala Yousafzai and her story, consider reading *I Am Malala*, by Malala Yousafzai and Christina Lamb (2013) or watching "Malala Yousafzai speaks at WE Day March 7, 2014," www.youtube.com/watch?v=zqG7X8-EtW8.

2. Provide each group with a piece of chart paper to create a placemat graphic organizer. Ask students to create a circle in the middle of the paper and then divide the rest so there is one section for each group member. See the example below:



3. **Recommended Assessment For Learning:** In the middle section of the organizer, ask students to write the question: How are children and young people denied their rights? Then ask students to discuss and then respond to the question on their section of the placemat using words, phrases or images. Encourage students to draw from the videos they have watched and from their prior knowledge to provide evidence for their responses. Remind students to consider both a local and global context.

Educator's Note: If students require more support for this activity, consider exploring other resources in **Appendix 2: Resource List**.

4. **Recommended Assessment As Learning:** After students have had sufficient time to brainstorm, post the placemats around the classroom. Use the Graffiti strategy to allow students to review each group's placemat and give feedback. Provide each group with a different color marker and ask them to write their comments on each other's placemats. Students can agree or disagree with the other groups, provide examples or ask questions to extend their peers' thinking. Remind students that their feedback should be respectful and constructive.

5. Ask students to return to their placemats and review the feedback. Discuss the feedback as a class and clarify any misunderstandings that students may still have. What did students learn from their group members? What did they learn from the other groups? How do students feel about what they have learned about children whose rights are denied?

6. **Recommended Assessment Of Learning:** Ask students to choose one example of how a child or a group of children's rights are being denied and, in a short reflection, describe how they could become an advocate for those children. Allow students access to computers or tablets if they need to do further research. As an alternative, students can respond orally and record themselves using voice-recording software. Ask each student to share their reflections with the class in a format they feel most comfortable with. Alternatively, have students share their reflections in small groups.



Enrichment: Ask students to draw a map of their neighborhood, including their homes, major public buildings (e.g., city hall, schools, places of worship, hospital, fire and police stations, etc.), as well as other places that are important to the community (e.g., grocery stores, cemeteries, cinemas, etc.).

When the maps are complete, ask students to analyze their maps from a human rights perspective.

Discuss:

- How and where are children's rights represented in your community? (E.g., there are schools in our community because we have the right to an education.)
- What children's rights do you associate with the different places on your map? (E.g., a post office can be associated with the right to information, privacy and self-expression. A police station can be associated with the right to safety and security.)
- Do some parts of the map support children's rights more than others? Do any parts limit or deny children's rights? How do you explain this?
- What happens in your community when someone's rights are violated or denied?
- Are there any places in this community where people advocate or take action to protect children's rights? (E.g., police station, school, etc.)

Display maps around the classroom or within the school to raise awareness for children's rights within the local community.

Lesson 4:

Becoming an Advocate



Suggested Time:

180 minutes (over three classes)

Common Core State Standards:

- CCSS.ELA-LITERACY.WHST.6-8.6 - Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
- CCSS.ELA-LITERACY.WHST.6-8.7 - Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- CCSS.ELA-LITERACY.SL.7.5 - Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
- CCSS.ELA-LITERACY.WHST.6-8.6 - Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
- CCSS.ELA-LITERACY.WHST.6-8.7 - Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- CCSS.ELA-LITERACY.SL.8.5 - Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

Learning Goals:

Students will:

- Create an action plan to raise awareness for children's rights
 - Experience how their actions can have a positive impact on their local and global community
 - Build presentation skills and communicate their message with an audience
1. Explain to students that, now that they have a better understanding of children's rights, they will have an opportunity to use their voices, skills and talents to become advocates and raise awareness for those children whose rights are being denied.
 2. Provide students with a variety of articles, books and videos from **Appendix 2: Resource List**. Ask them to select one child's story, one specific issue they would like to highlight or a specific right that they are interested in supporting. Once they have decided what they are interested in, they can choose to work independently or in pairs or small groups with other students who have similar interests.

Action Planning

3. Encourage students to create an action plan for how they will become advocates and raise awareness for the story or issue they want to support within the school or the community. Allow students to choose which format they would like to use. Ask students to examine what their skills and talents are and provide format suggestions, such as a public service announcement (PSA), a blog/website, a newspaper article, a podcast, a picture book, a visual representation of the right or a fundraising project.

4. **Recommended Assessment As Learning:** As a class, build a list of criteria for what makes a successful awareness-raising campaign by discussing the following questions: What are the most important things you want the audience to understand? Are there ways the audience can contribute or take action? What are the most engaging ways to share your information? How can you make the information accessible for everyone?

Explain to students that because they will share their work with an audience, it's also important to build criteria for what makes an effective presentation. Brainstorm ways students can make sure their audience will understand what they are sharing. Encourage students to consider voice level and speed, eye contact and body language.

5. Give students time to prepare their campaign and to plan how they will present it within the school or community.

Take Action

6. **Recommended Assessment Of Learning:** Ask students to prepare to share their presentation by first presenting to each other in the class. Using a form from **Appendix 1: Classroom Observation Forms**, assess students' understanding of children's rights and how they are upheld or denied, and how well students use presentation skills to successfully communicate information.

7. Give students an opportunity to present their campaigns at a school assembly or set up presentation stations in the library or another space around the school. Invite parents, staff and students from other classes to the assembly or to tour the stations and hear the students' presentations.

Reflect and Celebrate

8. As a class, reflect on students' learning and experiences from the Action Plan and Take Actions sections.

9. **Recommended Assessment Of Learning:** In an individual reflective paragraph, ask students to respond to the following questions:

- What were the most important things you have learned about children's rights?
- How will your learning change your actions in the future (e.g., what they read, what they watch, what they buy)?
- Why is it important for you to speak up and raise awareness about children's rights?

10. Give students the opportunity to share and celebrate their learning experiences and the results of their actions with others. This can be done in person, by sharing with staff and student groups or the parent council, or it can be done online, through the school website or other social media platforms. Review your school or school district's Internet-use guidelines before engaging with social media.

11. Now that students have a deeper understanding of children's rights and the social justice issues that arise when children's rights are denied, they are ready to participate in the **WE Schools WE Are Silent** fundraising initiative, www.WE.org/wearesilent. Students can raise awareness of what it's like when a child is denied their rights and their voice goes unheard by taking a vow of silence. Students can also use this opportunity to fundraise to support the rights of children in WE Villages communities around the world.

Appendix 1: Classroom Observation Forms

Classroom Observation Form 1

Lesson/Activity:

Appendix 1: Classroom Observation Forms

Classroom Observation Form 2

Lesson/Activity:

Learning Outcomes Student Names			

Appendix 1: Classroom Observation Forms

Classroom Observation Form 3

Lesson/Activity:

Observations	Questions/Concerns	Next Steps

Appendix 2: Resource List

Books

- *A Long Way Gone: Memoirs of a Boy Soldier*, by Ishmael Beah, Sarah Crichton Books, 2008
- *I Am Malala: The Girl Who Stood Up for Education and Was Shot by the Taliban*, by Malala Yousafzai and Christina Lamb, Little, Brown and Company, 2013
- *Looks Like Daylight*, by Deborah Ellis, Groundwood Books, 2013
- *Monster*, by Walter Dean Myers, Amistad, 2004
- *Moon at Nine*, by Deborah Ellis, Pajama Press, 2014
- *Over a Thousand Hills I Walk with You*, by Hanna Jansen, Andersen Press, 2007
- *Sold*, by Patricia McCormick, Disney-Hyperion, 2008
- *War Brothers*, by Sharon E. McKay, Puffin Canada, 2009

Articles

“US: New York Governor Signs Anti-Child Marriage Law,”

www.hrw.org/news/2017/06/20/us-new-york-governor-signs-anti-child-marriage-law

“For My Mother, Who Stood by Me, but Couldn’t Be Here,”

www.WE.org/stories/we-charity-empowers-girls-through-education-in-kenya

“John’s Story,”

centrepoin.org.uk/youth-homelessness/real-stories/johns-story

“Rebel with a Cause,”

www.WE.org/stories/artist-and-activist-zoey-roy-talks-self-discovery-and-community-service

“South Sudan Children Swapping Guns for Books,”

www.bbc.com/news/world-africa-31012100

Videos

“How Tap Water Became Toxic in Flint, Michigan,”

www.cnn.com/2016/01/11/health/toxic-tap-water-flint-michigan/index.html (4:49)

“Ishmael Beah—Child Soldier,”

www.youtube.com/watch?v=5K4yhPSQEzo (9:45)

“It Takes a Child,”

www.youtube.com/watch?v=afCIM91uQFU (3:23)

“On the Maasai Mara, a New Mark of Manhood: The High School Diploma,”

www.trackyourimpact.com/blog/2017/03/16/boys-in-kenya-gain-access-to-education

“Teenager Turns on the Tap for the First Time,”

www.WE.org/stories/world-water-stories-clean-water-changes-teens-life (2:24)

Blackline Master 1:

The Convention on the Rights of the Child

<p style="text-align: center;">Article 1</p> <p>Everyone under 18 has these rights.</p>	<p style="text-align: center;">Article 2</p> <p>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 girl, what their culture is, whether they have a disability, or whether they are rich or poor.</p>	<p style="text-align: center;">Article 3</p> <p>All adults should do what is best for you. When adults make decisions, they should think about how their decisions will affect children.</p>	<p style="text-align: center;">Article 4</p> <p>The government has a responsibility to make sure your rights are protected. They must help your family protect your rights and create an environment where you can grow and reach your potential.</p>
<p style="text-align: center;">Article 5</p> <p>Your family has the responsibility to help you learn to exercise your rights, and to ensure that your rights are protected.</p>	<p style="text-align: center;">Article 6</p> <p>You have the right to be alive.</p>	<p style="text-align: center;">Article 7</p> <p>You have the right to a name, and this should be officially recognized by the government. You have the right to a nationality (to belong to a country).</p>	<p style="text-align: center;">Article 8</p> <p>You have the right to an identity—an official record of who you are. No one should take this away from you.</p>
<p style="text-align: center;">Article 9</p> <p>You have the right to live with your parent(s), unless it is bad for you. You have the right to live with a family who cares for you.</p>	<p style="text-align: center;">Article 10</p> <p>If you live in a different country than your parents, you have the right to be together in the same place.</p>	<p style="text-align: center;">Article 11</p> <p>You have the right to be protected from kidnapping.</p>	<p style="text-align: center;">Article 12</p> <p>You have the right to give your opinion, and for adults to listen and take it seriously.</p>
<p style="text-align: center;">Article 13</p> <p>You have the right to find out things and share what you think with others, by talking, drawing, writing or in any other way, unless it harms or offends other people.</p>	<p style="text-align: center;">Article 14</p> <p>You have the right to choose your own religion and beliefs. Your parents should help you decide what is right and wrong, and what is best for you.</p>	<p style="text-align: center;">Article 15</p> <p>You have the right to choose your own friends and join or set up groups, as long as it isn't harmful to others.</p>	<p style="text-align: center;">Article 16</p> <p>You have the right to privacy.</p>

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<p>Article 17</p> <p>You have the right to get information that is important to your well-being, from radio, newspaper, books, computers and other sources.</p>	<p>Article 18</p> <p>You have the right to be raised by your parent(s) if possible.</p>	<p>Article 19</p> <p>You have the right to be protected from being hurt and mistreated, in body or mind.</p>	<p>Article 20</p> <p>You have the right to special care and help if you cannot live with your parents.</p>
<p>Article 21</p> <p>You have the right to care and protection if you are adopted or in foster care.</p>	<p>Article 22</p> <p>You have the right to special protection and help if you are a refugee, as well as all the rights in this Convention.</p>	<p>Article 23</p> <p>You have the right to special education and care if you have a disability, as well as all the rights in this Convention, so that you can live a full life.</p>	<p>Article 24</p> <p>You have the right to the best healthcare possible, safe water to drink, nutritious food, a clean and safe environment, and information to help you stay well.</p>
<p>Article 25</p> <p>If you live in care or in other situations away from home, you have the right to have these living arrangements looked at regularly to see if they are the most appropriate.</p>	<p>Article 26</p> <p>You have the right to help from the government if you are poor or in need.</p>	<p>Article 27</p> <p>You have the right to food, clothing, a safe place to live and to have your basic needs met. You should not be disadvantaged so that you can't do many of the things other kids can do.</p>	<p>Article 28</p> <p>You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.</p>
<p>Article 29</p> <p>Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.</p>	<p>Article 30</p> <p>You have the right to practice your own culture, language and religion. Minority and indigenous groups need special protection of this right.</p>	<p>Article 31</p> <p>You have the right to play and rest.</p>	<p>Article 32</p> <p>You have the right to protection from work that harms you, and is bad for your health and education. If you work, you have the right to be safe and paid fairly.</p>

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<p>Article 33</p> <p>You have the right to protection from harmful drugs and from the drug trade.</p>	<p>Article 34</p> <p>You have the right to be free from sexual abuse.</p>	<p>Article 35</p> <p>No one is allowed to kidnap or sell you.</p>	<p>Article 36</p> <p>You have the right to protection from any kind of exploitation (being taken advantage of).</p>
<p>Article 37</p> <p>No one is allowed to punish you in a cruel or harmful way.</p>	<p>Article 38</p> <p>You 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.</p>	<p>Article 39</p> <p>You have the right to help if you've been hurt, neglected or badly treated.</p>	<p>Article 40</p> <p>You have the right to legal help and fair treatment in the justice system that respects your rights.</p>
<p>Article 41</p> <p>If the laws of your country provide better protection of your rights than the articles in this Convention, those laws should apply.</p>	<p>Article 42</p> <p>You have the right to know your rights! Adults should know about these rights and help you learn about them, too.</p>	<p>Article 43-54</p> <p>These articles explain how governments and international organizations like UNICEF will work to ensure children are protected with their rights.</p>	

Source: www.unicef.ca