



It's Your Right

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This curriculum unit is recommended for:
Morning Meetings, Grades 3-5

Keywords: Morning Meetings, Human Rights, Social-Emotional Learning, SEL, Wants and Needs, Convention on the Rights of a Child, Passivity, Greeting, Share, Activity, Morning Message

Teaching Standards: See [Appendix 1](#) for teaching standards addressed in this unit. (Insert a hyperlink to Appendix 1 where you've stated your unit's main standards. For directions on how to insert a hyperlink, see Fellows Handbook, p. 24.)

Synopsis: In this unit, it is my hope that students are able to understand their rights and their basic wants and needs. If their basic wants and needs are not met, I want students to understand what it is that they could do next. Students should know who they can reach out to for support and what can be done to assist them. In addition, I will also cover the idea of social responsibility within this unit. Students will work to explore the idea of passivity as it pertains to respect for self and respect for others. By the end of this unit, students should be able to:

- Identify their basic wants and needs
- Explain at least two things they can do if their basic wants and needs are not being met
- Identify at least two people who can help them if their basic wants and needs are not being met
- Explain why it is important to not only have respect for themselves, but also for others

I plan to teach this unit during the coming year to 31 students in 4th Grade.

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Introduction

School/Student Demographics

This year, I teach 65 fourth grade students at Selwyn Elementary School. Selwyn is located in an affluent, suburban neighborhood in South Charlotte. The population of the school is made up of approximately 76% White, 13% Black, 7% Hispanic, and 3% Asian American students. Only 22% of the students at Selwyn are receiving free and reduced lunch services. Our school has amazing parent support with a PTA made up of well over 600 parents. Through the PTA, and additional programs they have created, our school has been able to offer technology in every classroom, mostly one-to-one. Students have the ability to participate in various afterschool clubs, ongoing contests throughout the year, and other occasional opportunities that may prove beneficial for them. As a teacher at Selwyn, the support is endless.

On a normal day, I will teach sixty-five students in the subject areas of Math, Science, and Health. This year we departmentalize on our grade level, sharing our 31 homeroom students with the other four fourth grade teachers. My homeroom students will spend half of the day with me and then the other half of the day with another teacher for Literacy and Social Studies. At Selwyn, the majority of our learners are considered to perform above grade-level.

Rationale

As teachers, we know that our students face many adversities. As young children, they do not always realize exactly what adversities is they are facing. These may include poverty, behavioral disorders, or neglect, and adversities affect their thinking, their ability to perform everyday tasks, their ability to socialize in an appropriate way. Many students are not aware that they face adversities that may warrant help. To them, this is their everyday life. This is their “normal”. To us, we might say this is “unfair”. Though the world is not fair, and we need to make sure that our students understand this, it is important to make students aware of those situations in which they can receive support and to empower them to reach out for support. For a 10-year-old child, knowing what support is available can be hard to decipher. Through the activities in this unit, it is my hope that we are able to give them a better understanding of what everyone has to experience as opposed to what they might experience personally and the ability to identify situations where their basic wants and needs are not being met.

Approximately twenty percent of our grade level is considered to be performing below grade level. This twenty percent is, for me, a target on a daily basis. Twenty percent of my students that need to be pushed harder to hopefully catch up to their peer group as quickly as possible. According to Education Weekly, more than 8,000 students drop out of high school each day due to their limited academic achievement. Understanding this trajectory and where falling behind in education may leads these students, I know how important catching them up is. However, for many of them—as well as some of my other students—the fall back is not just academic ability itself.

Our school district recently added a mandatory 25-minute Morning Meeting time for social and emotional learning. During this time, teachers are to build a strong relationship with their students as well as promote social and emotional learning through activities and learning through play. This time is such an important addition to our day, as there is so much significant

work that can be done to promote positive relationships and growth during this time. For this reason, I felt that it would be a perfect idea to create my unit within this time frame, revolving around the rights of a child.

I have focused on the rights of a child for many reasons. In particular, my years of teaching have taught me that there are so many children whose rights are being violated, but because it is their “normal,” they are not able to identify their problems or seek the support they need to overcome them. Many of my students have fallen behind because of a variety of situations that might be happening outside of the school. Sometimes, support is offered to parents and not accepted, or sometimes the support schools try to provide are just not enough. The emotional strain of watching our students fall through these gaps in social support, the one we hope will help them, is often overwhelming. What can we do when it seems like we have done all the school says we can do? What can the children do? How can we make the children more aware of their rights and what isn’t the “normal”?

Unit Goals

In this unit, I hope to provide the answers to these questions—not only for students, but for teachers as well. As a professional, I feel the need to know where I can go and what I can do to help my students, my children, in their time of need. I look to provide these answers for you as well! In the end, it is my hope that students are able to understand their rights and their basic wants and needs. If their basic wants and needs are not met, I want students to understand what it is that they should do next. Students should know who they can reach out to for help and what can be done to help them. In addition, I will also cover the idea of social responsibility within this unit. Students will work to explore the idea of passivity as it pertains to respect for self and respect for others. By the end of this unit, students should be able to:

- Identify their basic wants and needs
- Explain at least two things they can do if their basic wants and needs are not being met
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- Explain why it is important to not only have respect for themselves, but also for others

Content Research

In the 19th century, many started to realize the importance of rights for children. After World War I, Eglantyne Jebb campaigned for the first Declaration of Child Rights. It became obvious that children needed to be protected. As laws were being passed governing child labor, the importance of education was apparent, and many noticed the difference of the child from the adult. In 1919, the League of Nations created a committee to focus on children’s rights specifically. Just five years later, the Geneva Declaration was adopted marking the first international treaty of children’s rights.

Following World War II, the United Nations was formed. Just shortly after, in 1959, the UN adopts the Declaration of the Rights of the Child. This is the first indication in which the child is recognized as a “rights holder”. Following the signing of the Declaration, committees worked tirelessly from 1979-1989 to create what would eventually become the *Convention on*

the Rights of the Child. On November 20th, 1989, the Convention was completed and unanimously adopted by the United Nations General Assembly. 2014 marked the 25th anniversary of the Convention on the Rights of a Child. Currently, the Convention is ratified by 193 members of the United Nations, with only 2 members (United States and Somalia) having signed, but not yet ratified. ¹ As a signatory, the United States is not tied to the responsibilities of the Convention as those who have actually ratified it are. Their signature basically says that they agree with the aforementioned Convention, but are not required to uphold it if they do not see fit. However, the United States does have many organizations in place to protect the rights of children.

The Convention on the Rights of a Child includes 54 articles that focus on the what a child should be able to have access to and what a child should be able to do. These rights are specifically designed for every child—defined as a person under the age of eighteen. All of the rights are interdependent of one another. This means that if one right is not met, it is very likely that, in turn, another right will not be met. For instance, if an appropriate living situation is not provided for a child it is likely that a child could become unhealthy as well causing their right to sufficient healthcare to be violated. ²

Here is a list of the articles in the *Convention on the Rights of the Child*:

Article 1: Every person under 18 is a child.

Article 2: ALL children have these rights regardless of race, religion, gender, disability, etc.

Article 3: All adults should do what is best for children. When making decisions adults should always think about how it will affect the child and keep their best interest in mind.

Article 4: Governments have the responsibility to make sure all measures are being taken to ensure children's rights are being respected, protected, and fulfilled. (Countries that ratify this Convention agree to review their laws relating to children.)

Article 5: Governments should respect the rights and responsibilities of families to direct and guide their children to use their rights properly. It is the government's job to help protect and assist families in doing so.

Article 6: Children have the right to live.

Article 7: Children have the right to a name, a nationality, and to know and be cared for by their parents (as long as possible).

Article 8: Children have the right to their identity—an official record of who they are and government should protect that.

Article 9: Children have the right to live with their parents, unless it's bad for them. Children whose parents do not live together have the right to have contact with both parents, unless it is bad for them.

Article 10: Families whose members live in other countries should be allowed to move between those countries so that parents and children can stay in contact.

Article 11: Children should not be taken out of their own country illegally. Particularly in cases of kidnapping, child trafficking, child prostitution, or pornography.

Article 12: Views of the child should be respected when decisions affect them.

Article 13: Freedom of expression—children have the right to get and share information as long as it will not damage themselves or others.

Article 14: Children have the right to think and believe what they want as long as they are not stopping others from enjoying their rights.

Article 15: Children have the right to meet together and join groups as long as it does not stop others from enjoying their rights

Article 16: Children have the right to privacy

Article 17: Children have the right to get information that is important to their health and well-being

Article 18: Both parents share responsibility for bringing up their child and should always consider what is in the best interest of their child. Government should assist, if needed.

Article 19: Children have the right to be protected from being hurt or mistreated, physically or mentally

Article 20: Children who cannot be looked after by their own family have the right to special care and must be looked after properly

Article 21: Children have the right to care and protection if they are adopted or in foster care

Article 22: Children have the right to special protection and help if they are refugees

Article 23: Children who have any kind of disability have the right to special care and support

Article 24: Children have the rights to good, quality health care, safe drinking water, nutritious food, a clean and safe environment, and information to keep them healthy

Article 25: Children who are looked after by local authorities have the right to have these living arrangements looked at regularly to make sure they are most appropriate

Article 26: Children have the right to help from the government if they are poor or in need

Article 27: Children have the right to a standard of living that is good enough to meet their physical and mental needs

Article 28: All children have the right to education

Article 29: Children's education should develop each child's personality, talents and abilities to the fullest.

Article 30: Minority and Indigenous children have the right to learn about and practice their own culture, language, and religion

Article 31: Children have the right to relax and play

Article 32: The government should protect children from work that is dangerous or might harm their health or education

Article 33: Governments should use all means possible to protect children from the use of harmful drugs and being used in the drug trade

Article 34: Government should protect children from sexual exploitation

Article 35: Government should take all measures possible to protect children from being abducted, sold, or trafficked.

Article 36: Children should be protected from any activity that takes advantage of them or could harm their welfare

Article 37: No one is allowed to punish children in a harmful or cruel way

Article 38: Government must do everything they can to care for children affected by war

Article 39: Children who have been neglected, abused or exploited should receive special care to reintegrate into society

Article 40: Children who are accused of breaking the law have the right to legal help and fair treatment

Article 41: If the laws of the country provide better protection than what is in the Convention, those laws should apply

Article 42: Governments should make the Convention known to adults and children

Article 43-54: These discuss how governments and other organizations should work together to ensure children's rights are protected.

These 54 articles can be summed up by eight significant rights; the right to life, education, food, health, water, identity, freedom, and protection. You may be wondering exactly how this can all be enforced? While the United Nations does not have armed forces, they do provide strict monitoring mechanisms for reporting and improving the lives of children globally. Ongoing monitoring is conducted by the United Nations Committee on the Rights of Children. Every five years, a progress report must be submitted to the committee regarding how well these rights are being met. Just a few years ago, it was approved that children could also be a part of that progress report, in some cases coming to the meeting and speaking to the committee in person. Following the meeting, a summary of the findings is created called, "The Concluding Observations Report" for each country. This report provides recommendations for implementation and improvement to each state which will be reviewed at their next meeting. States are required to utilize these recommendations to make improvements thus helping to create better laws. If this is done, these laws can then be used in court. ¹

Each report for these meetings can be accessed on the UN website along with the reply from each country as to what their follow-up procedures have been. Unfortunately, the

requirement only pertains to those states who have ratified the Convention. Because the United States and Somalia did not ratify the Convention, they may choose to abide by the Convention, but they are not required to take these additional steps. However, the US does have additional national organizations that are committed to monitoring child welfare. They include the Administration for Children and Families (ACF) Initiatives, Children's Bureau, The Commission to Eliminate Child Abuse and Neglect Fatalities (CECANF), Federal Interagency Work Group on Child Abuse and Neglect, and Child Protective Services (CPS).³

Despite this, only 10% of our national budget here in the United States is used towards children's services. Although children make up 25% of the population, a significantly higher percentage (50%) is put towards the elderly in our country.⁴ This is most likely because the elderly have the right to vote, while children have minimal rights—at least affecting the political parties in our country.

Because the Convention is an agreement between state parties, individuals also do not have the responsibility to uphold it. Parents and children are simply rights holders. Those who work for the state are responsible for ensuring that these rights are being upheld for our children and if they are not, ensuring that the proper routes are being followed. This puts a gigantic job on our shoulders, as teachers. We can no longer look to the parents with this expectation of adequately ensuring their child's rights. In many cases, simply because they are not aware they are being violated, or hold a subjective view of what their child is entitled to. Though it is a hope that they will provide this support for their child, it is our job to do something when their rights are being violated. With that being said, the best way to ensure the rights of our children are being met is to help our children become aware of what their rights are!⁵

Morning Meeting

Morning Meeting is a gathering time in the classroom, used to ease the transition between home and school and begin the day in a positive manner. Many classrooms use these meetings as a way to increase classroom management and student relationships in the classroom. There are four main components of the Morning Meeting time.

The first component of the Morning Meeting time is the Greeting. During this time, the teacher and students introduce themselves by name to each other. This can be done in a variety of ways including using a strategy called, "Ready, Set, Look!". With "Ready, Set, Look!" students form a circle around the room, put their heads down towards the floor and close their eyes. When the teachers says, "Ready, Set, Look!" every student looks up and chooses another student to look at. If they are looking at the same student who is looking at them, they will meet the other student in the middle of the circle and greet them with a handshake or a high five. Afterwards, they will go back to their partners spot and the class will play again.

The second component of the Morning Meeting time is the Share. During this time, students Share ideas about important events that have happened to them or that may be coming up. Other students listen respectfully as their classmates express themselves.

The third component of the Morning Meeting time is the Activity. The activity is a group activity that focuses on collaboration and group cohesion. It is a time for students to work

together to solve problems, work respectfully, and develop social skills with peers. The activity should be lively, upbeat and allow students to move around. While the activity does not have to, it should have a focus on the reinforcement of social or academic skills. Some examples of activities during this time might be singing a song, reciting a poem, dancing, playing a game, and more!

The fourth, and final, component of the Morning Meeting is the Morning Message. This may seem a bit misplaced, but this is the last piece of your Morning Meeting. The Morning Message is a short note written to the students from their teacher. It should set the tone for the day, and take into consideration the work that you will do throughout the day's lessons. ⁶

Teaching Strategies

Read Alouds: Read Alouds are a great way to use books while exploring the content you are teaching. The teacher reads the book aloud to the class as they gather in a space together. As the teacher reads, the class participates in discussion about essential questions regarding big ideas throughout the book.

Case Studies: Case Studies are a great way for students to explore real-life situations without using a personal experience. Students can project their opinions about the situation and what should or should not be done in a case similar to that of the one shared. This a risk-free way for students to share personal opinions that may apply to their personal life, without having to express that it does to their peers.

Categorizing: Students will use categorizing to separate a variety of ideas into categories in which make the most sense to them. They will explain the categories and how they make sense in their placing.

Cooperative Learning: Students will work in groups of 4-6 in order to answer questions, solve problems, and have discussions.

Send-a-Problem: Several groups will generate solutions to a problem. The problem is clipped to the outside of an envelope and the group members will read it and provide written solutions. The solutions will be put inside the envelope. After all solutions are put in the envelope, it is sent to the next group who will read the problem and do the same thing. They will not read the solutions! Once group two is finished, they will send the envelope on to the third group who will read the solutions and choose the best two solutions from the envelope. If changes need to be made, they will make it.

Four Sides: In the corners of the room, post signs that say, "Strongly Agree", "Agree", "Disagree" and "Strongly Disagree". Ask students questions relating to the content you are studying and allow them to stand in the corner they feel appropriate. For example, if they feel that the statement you read is true, they will stand in the corner that reads, "Strongly Agree". Once all students are in a corner, have the students talk with the other peers in their corner to discuss their reasoning. Share out as a class.

Heads Together: Teacher presents a question to the class as they sit or gather in small groups. The teacher then announces, "Heads Together!". All students lean their heads in their group as they discuss the answer to the question. After a minute or two, the teacher announces, "Heads

Apart!” and the students cease discussion and lean back out of their discussion. As a class, the teacher will lead the discussion on the question he/she posed.

Instructional Activities

Day One: I Have the Right to Be a Child

Materials: music to play for today’s greeting, “I Have the Right to Be a Child” by Alain Serres or access to youtube.com to display read aloud video

Greeting (3 minutes): As students greet each other this morning, they will begin to think about what they think human rights are. Students will find partners around the room to share their ideas with, after greeting each other with a handshake.

Share (5 minutes): Once students have greeted each other, call them back to their seats or the carpet depending on your space. Explain to students that a human right is defined as “*a right that is believed to belong justifiably to every person*”. Display the “Share” slide for today. Students will share their thoughts on, “What is a human right that you think everyone should have and why?”. Allow students to share with a partner, share aloud, or both.

Activity (15 minutes): “I Have the Right to Be a Child” Read-Aloud

During this time, you will read or play the read aloud, “I Have the Right to Be a Child” by Alain Serres. While the YouTube video is not as personal as reading a book, it does take on a different effect because it is read by a child. As you listen to the book, or after, stop for discussion about the rights that are important to us. Refer back to the human rights that students shared were most important during the Share portion of this lesson. Use this time to allow students time to become inquisitors of their rights and promote excitement for the future lessons.

Message: Today, students have experienced an introduction to the idea that they have rights. Display today’s message slide for student’s to read as they enter class. You can use the sample message I have written, or you can add your own personal message for your class.

Day Two: The Convention on the Rights of a Child

Materials: Signs for the four corners of the classroom (Yes, No, Sometimes, I Don’t Know)

Greeting (5 minutes): During today’s greeting, students will play, “Four Sides” (also known as Four Corners). Read the statements below to students. As you read the statements, students should choose whether they think the statement is true by choosing Yes, No, Sometimes, I Don’t Know. When they get to the corner labeled for their choice, they will greet each other as noted on today’s slide.

Four Sides statements:

- Children are all persons under the age of 21.
- No: Children are all persons under the age of 18.**
- All adults should do what is best for children.
- Yes.**

- Children have the right to meet together and form groups, even if it stops others from enjoying their own rights.

No: Children have the rights to meet together and form groups, but ONLY as long as it does not stop others from enjoying their own rights.

- Children have a right to privacy.

Yes.

- Children are entitled to be safe, but there is nothing the government can do to help if a child feels unsafe

No: Government has programs in place to help children who are not safe meaning they are being harmed or are in unhealthy environment. Government should assist if children are poor and in need.

- You are privileged to an education, but it is not a right

No: All children have the right to an education

- Children have the right to think and believe what they want, even if it is hurting others

No: Children have the right to think and believe what they want, AS LONG AS it is not invading on someone else's rights.

Share (5 minutes): Display the “Share” slide for today. Students will think about the following questions, “Why would it be important to have your rights respected?” and “Is it important to respect the rights of others? Why or why not?”

Activity (20 minutes): Relay Race

Students will compete in a “Relay Race” today. Give each student a copy of the child-friendly version of The Convention on the Rights of a Child. Students will use this as they complete the race. In teams of 4, students will race to the other side of the classroom (or an outdoor space) and bring one rights card back to their group. The group then has to find the right on The Convention on the Rights of a Child document that was given to them and locate its article number. Once the team finds it, they can place the right on their Relay Race Answer Sheet in the space labeled with the corresponding article number. Then, the next student will race to the other side and grab another right. The teams will continue to do this until all of the rights are filled in on their answer sheet.

Message: Today, students learned about some of the specific rights that were written for them in The Convention on the Rights of a Child. Display today’s message slide for student’s to read as they finish class. You can use the sample message I have written, or you can add your own personal message for your class.

Day Three: Basic Wants and Needs

Materials: The Convention on the Rights of the Child document hung around the room, Basic Wants and Needs cards ⁷

Greeting (3 minutes): Fist Bump

For today’s activity, you will want to make sure that *The Convention on the Rights of the Child* document from yesterday is hung up or accessible to students in various places around the room. Students will refer to this document to find one article and reiterate it to a partner as they greet

each other this morning. Students will mingle around the room, find a partner, fist bump them, and share the article they recall from the document. Students will repeat this until this activity is complete.

Share (5 minutes): During today's "Share" students will reflect on the rights they have and whether or not these rights are respected in their daily lives. Students will share ideas about a rights respecting culture in our country, our state, or school, and even their homes. **Keep in mind that when talking about their home, there is a chance that a topic may come up that you didn't intend to take on. As a teacher, this is a decision you will have to make on whether you want to open that door for students to discuss or not. As an advocate for children, if a child trusts you enough to share, refer to the appropriate staff in your school (counselors, social workers, administration) for assistance.*

Activity (20 minutes): Categorize It!

In this activity, students will sort wants and needs cards into groups. As a team of 4, students will decide whether each card should be sorted into one of the three categories: Most Important, Important, and Least Important. Upon completion of sorting, review group placements with the class. Discuss why students put different wants and needs in specific areas.

Message: Today, students learned about their basic wants and needs. Display today's message slide for student's to read as they enter class. You can use the sample message I have written, or you can add your own personal message for your class.

Day Four: Respecting the Rights of Others

Greeting (5 minutes): Heads Up

In today's greeting, students will form a circle around the room. You will say, "heads down" and students will look towards the floor. When you say, "heads up", students will look at a friend from another section of the circle. If two students are looking at each other, then they will walk into the center of the circle and greet each other by stating their name and one basic need. Continue this to give as many students an opportunity to meet in the middle as possible within the 5 minutes allotted.

Share (5 minutes): In today's "Share" students will address the question, "Why is it important to respect the rights of others?". Encourage students to discuss the idea of what would happen if we didn't all respect each other's rights if they need additional prompting.

Activity (20 minutes): Heads Together

Put students into small groups (4-5 students) for this activity. You will present one of the scenarios from below and then announce "heads together". During this time, students will discuss the scenarios to decide whether or not the individual's rights are being respected or not. Students can refer back The Convention on the Rights of a Child around the room, if needed.

Scenario #1: You and your friend are on the playground having fun. A classmate comes over and asks to play along with you. You tell the classmate that they cannot play with you

because you have already started playing with just the two of you and there is not room for them right now. Are everyone's rights being respected? Why or why not?

Scenario #2: Janisha and Megan have been invited to a costume party. They are excited to dress up and have fun! Megan has decided that she is going to dress up like the new girl in class. She says, "I can wear dirty jeans and that black hooded sweatshirt she always wears! It will be easy and everyone will think it's hilarious!" Both girls laugh and continue to plan their costumes. Are everyone's rights being respected? Why or why not?

Scenario #3: Juan has decided that he wants to play football on the school team. His parents tell him that he cannot play on the team until he pulls his grades up. Juan says, "I have the right to play! Article 3 of the Convention on the Rights of a Child says that all adults should do what is best for children and keep their best interest in mind!" Juan feels like his parents are not respecting his rights. What do you think?

Scenario #4: Mohammed and Ranisha's parents do not live together. They live with their mom who provides them with a healthy and safe household. Their father calls them often and tries to see them whenever he can. Their mother does not want them to see their father. When Mohammed asks to see him, she tells him no. Are Mohammed and Ranisha's rights being respected? Why or why not?

Scenario #5: Sara lives at home with her mom and two brothers. Her brother is in high school and is the oldest sibling. He doesn't listen to his mother and often argues loudly with her. Sara hates when they argue because it scares her. One time, her brother pushed her mom and made her fall. He can get very aggressive. Sara hides in her room when this happens and worries that it will happen each night he is around. Are Sara's rights being respected?

Scenario #6: Rashan is absent from school a lot. Most of the time, he is not sick when he stays home, rather his father tells him that he doesn't have to go. Rashan misses a lot of his education on the days that he is home and was even held back in 2nd grade because he missed so much. Are Rashan's rights being respected? Why or why not?

Message: Today, students learned about respecting the rights of others and why it is important. Display today's message slide for students to read as they finish class. You can use the sample message I have written, or you can add your own personal message for your class.

Day Five: What Do We Do?

Greeting (5 minutes): Mr. Senator

For this morning's greeting, students will greet their partner as if they are talking to the State Senator. They will explain to their partner why the United States should or should not ratify the *UN Convention on the Rights of the Child*. (Refer to the Content Knowledge of this unit for more information regarding the ratification of the Convention.) Spend a few minutes with the greeting and then debrief as a class.

Share (5 minutes): As a class, discuss ways in which we can ensure that our rights are met. Allow students time to share. Then talk about what we can do if they are not met. Remind students that all adults in their school building are advocates for them. If their rights are not

being met, they should speak with an appropriate adult (school counselor, teacher, administrator, close family member, neighbor, etc.) In addition, there are various organizations that are intact specifically to protect the rights of children in our country.

Activity (20 minutes): Send-A-Problem

For this activity, you will send four scenarios around the room, each clipped to their own envelope. Each group will begin with a scenario and work together to find appropriate solutions to the scenario. Allow about 3-4 minutes for the group to discuss and write down a solution. The group will put their solution(s) into the envelope and pass the envelope to the next group, when you tell them to. The next group will read the same scenario, discuss solutions and put them into the envelope just the same. The third group to see the scenario will pull out the solutions from the envelope. They will read the scenario and decide which solution is the best solution for that particular scenario. If changes need to be made, the third group will make it.

After the solutions have been obtained, have the groups share out their scenario along with its solution. Discuss as a class to determine whether the action is appropriate.

Message: Today students wrapped up their lessons on children's rights. Display today's message slide for students to read as they finish class. You can use the sample message I have written, or you can add your own personal message for your class.

Assessment

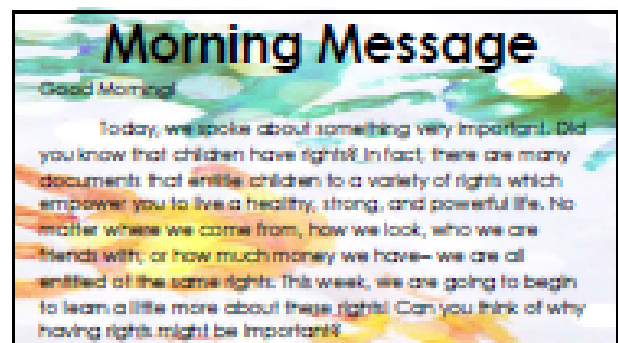
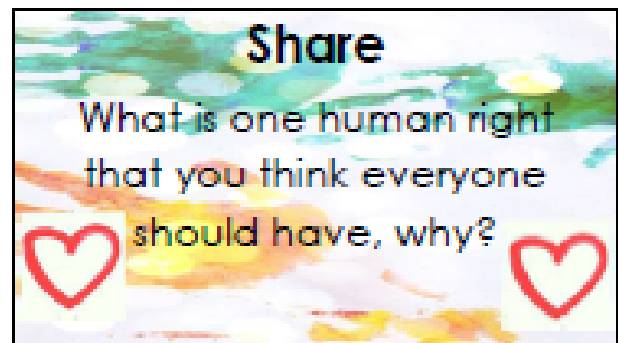
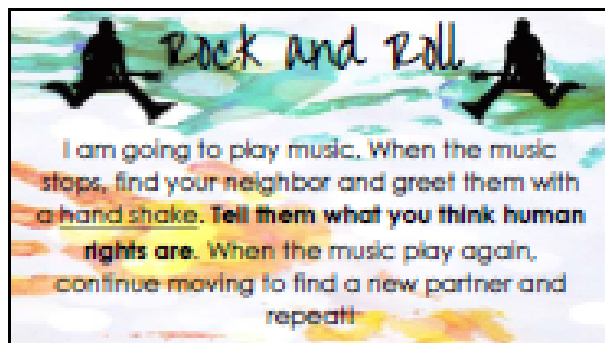
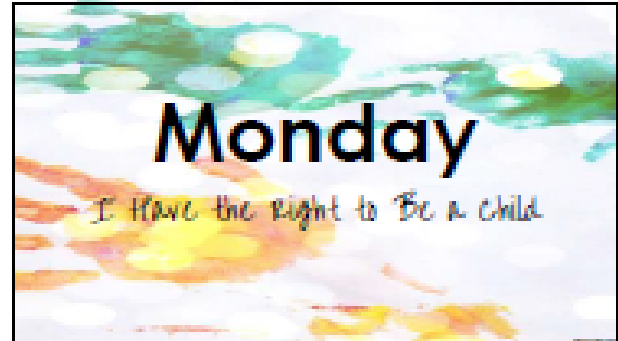
Students will complete their final assessment using the knowledge that they have learned from this unit, and acknowledging some of the pieces that were most important to them.

Appendix 1: Teaching Standards

As a professional, I feel the need to know where I can go and what I can do to help my students, my children, in their time of need. I look to provide these answers for you as well! In the end, it is my hope that students are able to understand their rights and their basic wants and needs. If their basic wants and needs are not met, I want students to understand what it is that they should do next. Students should know who they can reach out to for help and what can be done to help them. In addition, I will also cover the idea of social responsibility within this unit. Students will work to explore the idea of passivity as it pertains to respect for self and respect for others. By the end of this unit, students should be able to:

- Identify their basic wants and needs
- Explain at least two things they can do if their basic wants and needs are not being met
- Identify at least two people who can help them if their basic wants and needs are not being met
- Explain why it is important to not only have respect for themselves, but also for others

Appendix 2: Teaching Tools



Tuesday

The Convention on the Rights of a Child

Greeting Four Sides

Your teacher will read you a variety of statements. You will choose whether you think it is true, false, or if you're not sure. Choose between yes; no, sometimes, and I don't know and go to the labeled corner. When you get to that corner, greet the other classmates in that corner by giving them a high five and saying, "Hi [classmate's name]!". If you are the only one in that corner, a neighbor will come greet you and then head back to their corner.

Share

Why would it be important to have your rights respected?

Is it as important to respect the rights of others? Why or why not?



Activity Relay Race

Your class will be split into 4 teams. Each team will have one teammate who quickly walks to the designated area to capture one of your rights! After grabbing a right (written on the slip of paper), you will walk back to your team to empower all of the members of your team!

Teammates who are not currently racing, will work to match the children's right with the article number on The Convention on the Rights of a Child document. When you find it, write the article number on the Right's card. The first team with all of their rights placed in order by article number, will win total EMPOWERMENT!

Morning Message

Good morning class,

You are all amazing, valuable humans! You have so much to offer the world and you are so important to so many people. Yesterday, we talked briefly about the idea that you have rights meant to protect you. Today, we continued our discussion about what those rights are and why these rights are so important. I am excited for you to learn even more about your rights in order to stay empowered throughout your childhood! What does **empowered** mean to you?

Wednesday

Basic wants and Needs

Greeting Fist Bump!

Using The Convention on the Rights of a Child that are hanging up around the room, mingle around the room and find a partner to greet. Fist bump them and greet them with their name. Before you leave, tell them one of the Rights off of the Convention on the Rights of a Child. Return to the document, choose another Right, and greet another classmate the same way. Continue this until your teacher says to stop.

Share

Yesterday, we worked with The Convention on the Rights of a Child. Knowing now, the rights that are to be afforded to you, do you think that children's rights are respected in this country? This state? This school? Your house?

Why or why not?



Activity Categorize It!

In a group of 4, you will work on sorting the cards given to you. Sort them into three groups:

Most Important

Important

Least Important

Morning Message

Good morning class,

I am excited for another great day! Throughout the day, think about the importance of our rights in empowering us to be anything we desire to be! We've talked about the materials that are essential for us to have and those which we could probably live without. Keep these in mind as you go home tonight and think about the things we say we need, but actually just want.

Thursday

Respecting the Rights of Others

Greeting Heads up

Create a circle around the room. When I say, "Head down" everyone will put their heads down looking at the floor. Then, I will say, "Heads Up!". When I say this, you are going to look at someone across the circle. If you are looking at the same person who is looking at you, you will meet them in the middle of the circle to greet each other. If not, you will stay where you are and wait for the next round.

Those who are greeting in the middle will introduce themselves with their name and one of our basic needs.



Share

Why is it important to respect the rights of others?

Activity Heads Together

You will get into small groups. A question will be presented to the entire class. I will then announce, "Heads Together!". All students will lean their heads in their group as they discuss the answer to the question. After a minute or two, I will announce, "Heads Apart!" and you will cease discussion and lean back out of your discussion. As a class, we will have a discussion about the question posed.

Morning Message

Good morning class,

We've been discussing your rights all week. I hope that you are learning how important it is that you have these rights and that you know what they are! It is equally important that we understand the rights of others. Can you think of a time that you've respected the rights of another person? Why would this be important to our society?

Friday

What do we do?

Greeting- Dear Senator

Pretend that you are a child meeting with the Senator of our state. Greet your partner and explain to them why the United States should (or should not) ratify the Convention on the Rights of a Child, just as the other 193 states that are part of the United Nations have.

Share

What can you do to ensure that your rights are met?
What can you do if they are not met?

Activity *Send-a-Problem*

Your problem will be sent around the room. Each group will generate a solution to the problem. The problem is clipped to the outside of an envelope and your group member will read it and provide written solutions. The solutions will be put inside the envelope. After all solutions are put in the envelope, it is sent to the next group who will read the problem and do the same thing. They will not read the solutions! Once group two is finished, they will send the envelope on to the third group who will read the solutions and choose the best two solutions from the envelope. If changes need to be made, they will make it.

Morning Message

Good morning class!

This week we have had the opportunity to work together to explore your rights. It is my hope that you have become more knowledgeable about the essential items that you have the right to have in your life in order to be a happy, healthy child. In addition to this, I hope that you understand how important it is to grow up respecting the rights of others and always keeping human rights in your mind, now, and everyone else around you. Have the right to be whatever they want to be, as long as they are respecting the rights of others. Be an advocate for your rights, and for those of others. Be a world changer if your rights are being violated, use your knowledge! 🌟

Appendix 3: Instructional Materials

Relay Race

Every person under 18 is a child.	ALL children have these rights regardless of race, religion, gender, disability, etc.	All adults should do what is best for children. When making decisions adults should always think about how it will affect the child and keep their best interest in mind.	Governments have the responsibility to make sure all measures are being taken to ensure children’s rights are being respected, protected, and fulfilled.
Governments should respect the rights and responsibilities of families to direct and guide their children to use their rights properly. It is the governments job to help protect and assist families in doing so.	Children have the right to live.	Children have the right to a name, a nationality, and to know and be cared for by their parents (as long as possible).	Children have the right to their identity—an official record of who they are and government should protect that.
Children have the right to live with their parents, unless it’s bad for them. Children whose parents do not live together have the right to have contact with both parents, unless it is bad for them.	Families whose members live in other countries should be allowed to move between those countries so that parents and children can stay in contact.	Children should not be taken out of their own country illegally.	Views of the child should be respected when decisions affect them.
Freedom of expression—children have the right to get and share information as long as it will not damage themselves or others.	Children have the right to think and believe what they want as long as they are not stopping others from enjoying their rights.	Children have the right to meet together and join groups as long as it does not stop others from enjoying their rights	Children have the right to privacy
Children have the right to get information that is important to their health and well-being	Both parents share responsibility for bringing up their child and should always consider what is in the best interest of their child. Government should assist, if needed.	Children have the right to be protected from being hurt or mistreated, physically or mentally	Children who cannot be looked after by their own family have the right to special care and must be looked after properly
Children have the right to care and protection if they are adopted or in foster care	Children have the right to special protection and help if they are refugees	Children who have any kind of disability have the right to special care and support	Children have the rights to good, quality health care, safe drinking water, nutritious food, a clean and safe environment, and information to keep them healthy

Children who are looked after by local authorities have the right to have these living arrangements looked at regularly to make sure they are most appropriate	Children have the right to help from the government if they are poor or in need	Children have the right to a standard of living that is good enough to meet their physical and mental needs	All children have the right to education
Children's education should develop each child's personality, talents and abilities to the fullest.	Minority and Indigenous children have the right to learn about and practice their own culture, language, and religion	Children have the right to relax and play	The government should protect children from work that is dangerous or might harm their health or education
Governments should use all means possible to protect children from the use of harmful drugs and being used in the drug trade	Government should protect children from sexual exploitation	Government should take all measures possible to protect children from being abducted, sold, or trafficked.	Children should be protected from any activity that takes advantage of them or could harm their welfare
No one is allowed to punish children in a harmful or cruel war	Government must do everything they can to care for children affected by war	Children who have been neglected, abused or exploited should receive special care to reintegrate into society	Children who are accused of breaking the law have the right to legal help and fair treatment
If the laws of the country provide better protection than what is in the Convention, those laws should apply	Governments should make the Convention known to adults and children	These discuss how governments and other organizations should work together to ensure children's rights are protected.	

Relay Race Answer Sheet

As your teammates bring back the Right's cards, place them on the correct article number below. Use the Convention on the Rights of a Child to determine which article number each Right is.

1	2	3	4
5	6	7	8
9	10	11	12

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Categorize It!

Cut out a set of the cards below for each group of students. Students should sort the cards in three categories: Most Important, Important, and Least Important.

Most Important	Important	Least Important
Clean water	Play	Decent shelter (housing)
Education	Clean air	Healthy food

Medical care	Protection from abuse	Protection from neglect
Ability to practice one's beliefs, language, and culture	Protection from discrimination	Ability to express your own opinion
Fast food	Bicycle	Trendy clothes

Holiday trips	Computer	Money to spend
TV	Your own bedroom	Cell phone

Send-A-Problem

Print and cut out each scenario separately. Clip them on to a mailing envelope or small manila envelope and give one to each group. Groups will write their solution(s) to the problem and put it in the envelope.

Scenario #1:

Michael, Shantae, and Carlos are playing basketball at recess. Three other classmates ask if they can join in and the kids tell them, "Of course!". After playing for just a few minutes, the students who just joined in take the ball and head to the other side of the court. They tell Michael that they are going to start a game on the other end of the court with kids who actually know how to play. When Michael tells them that they cannot take his ball, they push him and tell him that they have the ball now and he can have it back when recess is over. What should Michael, Shantae, and Carlos do?

Scenario #2:

Stephanie lives at home with the mom and her 80-year-old grandmother. Her mom works hard to support Stephanie and her grandma. Yesterday, the power was cut off in their apartment and today it is freezing due to having no heat. Stephanie looks in the refrigerator and finds only a half-gallon of milk and some cheese. Her mother will not be home from work until 9:00pm tonight and her grandmother is not feeling well. Stephanie is used to being in a situation like this and will not eat anything all day until her mom comes home, maybe not even then. What should Stephanie do?

Scenario #3:

Johnny goes to school each day ready to learn. His teacher thinks that he talks too much and doesn't pay attention to her when she is teaching. Johnny has a disability which prevents him from being able to complete his work quickly or focus. His teacher often gets frustrated with him and tells him to go to another class room. During this time, Johnny learns nothing and is unable to access the content that every other child is learning. What should Johnny do?

Scenario #4:

The children in Ms. G's class are learning about The Convention on the Rights of a Child. They learn that even though these rights are in place to protect them and there are various agencies ensuring they are protected, the United States has yet to ratify the Convention. It makes them feel like their rights, as a child, are not important to the people in charge of their country. They decide that they want to do something to make their rights known to all children and to encourage lawmakers to take them seriously. What should they do?

Student Name: _____

Date: _____

Unit Assessment

1. What is the difference between a **want** and a **need**?

2. Identify two of your basic needs.
 - 1.
 - 2.

3. Name two people you can go to if any of your basic needs are not being met.
 - 1.
 - 2.

4. Is it important to respect the rights of others? **Yes** or **No**

Explain:

Student Name: _____

Date: _____

Unit Assessment

1. What is the difference between a **want** and a **need**?

2. Identify two of your basic needs.
 - 1.
 - 2.

3. Name two people you can go to if any of your basic needs are not being met.
 - 1.
 - 2.

4. Is it important to respect the rights of others? **Yes** or **No**

Explain:

Notes

¹ (L'enfant)

² (QUBSOE)

³ (Federal Agencies)

⁴ (NPR)

⁵ (Humanium)

⁶ (Cambridge Schools: Morning Meeting Components)

⁷ (Teaching for Children's Rights)

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