

## Phase 4 Sorting out

Learning outcomes TCC 4.3 and SRP 4.5

**Inquiry question: Who watches out for children's rights?**

### Activity 4.1 The UN Convention on the Rights of the Child

*Note: This activity follows on well from Activities 3.1, 3.3, 3.4 or 3.5*

**Focus question: How does the UN Convention on the Rights of the Child support advocacy for the rights of children?**

#### **Preparation:**

- Locate and preview a copy of the *Kids Have the Right CD-rom*. Limited copies are available from CCYPCG (See page 9 for contact details). Alternatively, the CD may be borrowed through the State Library network, or from any of the following education libraries: Education Queensland, Queensland Teachers' Union, Catholic Education Diocesan Libraries or the Association of Independent Schools of Queensland.
- Arrange for the use of a data projector and screen during the time that you will be exploring this topic. Practise setting up and using.
- Read the Information Sheet provided on the *United Nations Convention on the Rights of the Child (Resource 16)*.
- Make student copies of the *UN Convention on the Rights of the Child: Child-friendly version (Resource 17)*.
- On the chalk board, write the headings used in the CD-rom to classify the Convention articles: The Convention and You, Special Protection, Basic Health and Welfare of Children, Civil Rights and Freedom, Family, Environment and Parental Guidance and Education, Leisure and Recreation.

#### **Procedure:**

- Inform students that the international community has come to an agreement outlining the rights to which all children are entitled.
- Name this agreement as the *United Nations Convention on the Rights of the Child*.
- Explain to students that the Convention consists of 54 articles. Each article describes one essential right.
- If you wish, describe the historical factors which influenced the development of the Convention, including why a Convention was deemed necessary (See *Resource 16: UN Convention on the Rights of the Child Information Sheet*).
- Use the data projector to demonstrate navigation of the *Kids Have the Right CD-rom* to the class. Highlight the six headings used to classify Convention articles.
- Organise students into small groups or allocate learning partners. Allocate each group or pair one category from the list of categories on the chalk board. Distribute the worksheets associated with their category to each group/pair (*Resource 18*).
- Groups/pairs independently investigate the articles associated with their category using the CD-rom and complete the associated activity sheet. How teachers organise this investigation will depend on the number of computers available at one time and whether the CD-rom can be loaded on to, and accessed via, a school network.
- Make sure you allocate plenty of time for exploration of the CD-rom and completion of the associated worksheet. When available time is almost up, ask students in each pair/group to select one article they have studied, think about how to explain it to the group and give an example of a situation in which this right might be threatened.

- A spokesperson from each group presents the report on their chosen article.
- Distribute copies of the *UN Convention on the Rights of the Child: Child friendly version (Resource 17)*. Explain to students that this is a copy of all the Convention articles written in easily understood language.
- Make the CD-Rom available for students to explore during free time.

### Reflection:

- \* Students record the focus question in their journals.
- \* Students reflect on the question then write personal responses.

## Activity 4.2 Advocates for children's rights

**Focus question: What contributions have been made by various individuals and groups involved in advocacy for children's rights?**

### Preparation:

- Read the notes provided on individuals/organisations which have been or are currently involved in advocating for children's rights (*Resource 19*). Information on individuals/organisations involved in child advocacy can also be accessed via sites described in the module's *Web Resources* section (Page 39).
- Select a list of individuals/organisations suitable for student research/study.
- Ensure individuals/organisations selected include a diverse range of cultural groups and reflect a range of perspectives.
- Should your student group include students from culturally and linguistically diverse backgrounds ensure that your list includes individuals/organisations from those backgrounds.
- Evaluate students' ability to conduct online and library research and provide instruction on how to conduct searches should students require.
- Establish a required generic structure for a PowerPoint or written presentation. Alternatively, plan to negotiate the required structure of the presentations with students by examining the generic structure of reports and developing a mapping/planning device to assist presentation planning.
- Make headband cards for the evaluation activity: Locate or purchase three headbands and affix a card to the top of each.

Examples of individuals/organisations suitable for research/study:

Amnesty International	Craig Kielburger
Coalition to Stop the Use of Child Soldiers (CSC)	Janusz Korcak
Commission for Children and Young People and Child Guardian	Iqbal Masih
Human Rights and Equal Opportunity Commission	National Youth Round Table
International Labour Organisation (International Programme on the Elimination of Child Labour)	Secretariat of National Aboriginal and Islander Child Care (SNAICC)
International Save the Children Alliance	UNICEF

## Procedure:

- Provide students with the list of individuals/organisations selected for research/study.
- Students may be allocated an individual/organisation for study, or nominate which individual/organisation they wish to research. Ensure that all individuals/organisations on your list are allocated and that students are evenly distributed across research topics.
- Working independently or in small groups, students research prominent individuals/organisations currently or previously involved in advocating for children's rights.
- Students complete assessment task below.
- Once all presentations completed, they should be shared with class. During presentations, students make notes on a summary sheet (See *Resource 20*) which, if the teacher so wishes, can be used as a reference during the revision task.

## Assessment task:

- Present students with task requirements for the assessment task. A sample task requirements sheet is included in *Resource 4*, which teachers may wish to modify in response to the needs of their own class groups.
- Students develop a PowerPoint or written presentation communicating information learned about individuals/organisations studied.
- Presentations to be shared with the whole class, another class or other chosen audience (eg: Parent Night).
- Teachers assess PowerPoint presentations against standards descriptors provided in the task requirements or against their own assessment criteria developed in response to class/school requirements.

## Revision:

### 'Celebrity heads' game

- Write the names of one individual or organisation studied on each of the headband cards made during Preparation.
- Seat three students (players) at the front of the group facing other group members.
- Each student is given a headband with a card attached. Students at the front must be unable to read the name on their headband card.
- Group members ask questions to help players identify the name on their headband card.
- Questions must be able to be answered with a 'yes' or 'no'. If the answer to a given question is 'yes', the person who asked it may pose another question. If the answer is 'no', another student takes a turn to ask a question.

For example:

*Am I an organisation?*

*Am I a woman?*

*Am I still alive?*

- The object of the game is for students to identify the name on their card before another student identifies theirs.

## **Activity 4.3 The Commission for Children and Young People and Child Guardian**

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**Focus question: How does the Commission for Children and Young People and Child Guardian advocate for children and children's rights?**

### **Preparation:**

- Read the *Commission for Children and Young People and Child Guardian Q & A* information sheet provided (*Resource 21*).
- Make student copies of the Information Sheet and Comprehension Sheet (*Resource 22*).
- Telephone the Commission for Children and Young People and Child Guardian on 1800 688 275 and ask for child-friendly information brochures about the Commission and its work to be sent out. Ask for enough copies for each student to have his/her own.
- If possible, arrange to have a computer with a database projector set up to enable whole class viewing of the CCYPCG website.

### **Procedure:**

- Students read information sheets and/or brochures.
- Whole class or small group exploration of the Commission for Children and Young People and Child Guardian website.
- Students complete comprehension task.

### **Reflection:**

- Students record the focus question in their journals.
- Students reflect on the question then write personal responses.