

## Phase 6 Making connections

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Learning outcomes SRP 4.5 and TCC 4.1

**Inquiry question: What affects people's access to their rights?**

### Activity 6.1 My rights, your rights

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**Focus question: Can everyone access all of their rights, all of the time?**

#### Preparation:

- Locate a copy of the video described below. Copies are available from the Human Rights and Equal Opportunity Commission. Alternatively, a copy may be borrowed from any of the following sources: Education Queensland, Queensland Teachers' Union, Association of Independent Schools of Queensland, the State Library or Catholic Education Diocesan Libraries.

#### Video:

**Youth challenge: Teaching human rights and responsibilities.** *But what about Doug's rights? Disability discrimination, human rights and responsibilities and the law in everyday life (Video 1)*

#### Pre-discussion reflection:

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

#### Procedure:

- Students view the video.
- Conduct a discussion using the plan below or your own plan using some of these questions as well as some of your own.

#### Discussion plan:

- ❖ *Why did Doug get suspended from school?*
- ❖ *Do you think that was fair? Why/why not?*
- ❖ *How did the various people involved view the situation?.*
- ❖ *Were any of the points of view expressed more valid than the others? Why/why not?*
- ❖ *Were there any examples of advocacy in the video? Can you describe/explain them.*
- ❖ *How could the conflict portrayed in the video be resolved?*
- ❖ *What does this video have to say about rights?*
- ❖ *Can all people access all of their rights all of the time? Should they be able to? Why/why not?*

#### Reflection:

- Ask students if the group discussion has made them reconsider any aspects of their earlier written reflection.
- If time permits, students may wish to add to their earlier reflections in their reflective journals.

## Activity 6.2 That was then, this is now

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*Note: Activities 3.3, 3.4, 3.5, 4.1 and 4.2 present content which could enhance student performance on the assessment task presented in Activity 6.2. Teachers planning to set this task might therefore consider involving students in some or all of these activities before commencing Activity 6.2*

### Focus question:

How have beliefs and understandings about children and their rights changed over time?

### Preparation:

- Download the Publication Guidelines for this activity from the Commission for Children and Young People and Child Guardian website.
- Make a chart with two columns, one titled 'Then', the other titled 'Now'.
- Copy the task requirements for the written response onto an A3 piece of paper for display. 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.

### Procedure:

- Write the focus question on the chalk board beside the chart made during Preparation.
- Ask students to consider how adults viewed/thought about children 50 years ago in Australia.
- Write students' key points under 'Then' on the chart.
- Ask students to consider how adults view/think about children today. Write students' key points under 'Now' on the chart.
- Ask students to consider how adults' ideas about children's rights might have changed over the last 50 years. Discuss briefly, but do not record on the chart.
- Ask students to write a short text comparing how beliefs and understandings about children and their rights have changed over the last 50 years and what factors have shaped these changes.
- Display and explain the task requirements sheet copied during Preparation.

### Assessment/publication task:

- Students write personal responses to the focus question. Be sure to allocate ample time for students to complete their response. Students wishing to continue writing should be allowed to return to the task until they are satisfied they have finished.
- Students to edit their text according to the *Publication Guidelines* on the Commission for Children and Young People and Child Guardian website [www.ccypcg.qld.gov.au](http://www.ccypcg.qld.gov.au)
- Teachers might select essays to submit for publication, or students may submit independently. All submissions must be accompanied by a release form which can also be downloaded from the Commission website.
- Teachers assess personal responses against standards descriptors provided in the task requirements or against their own assessment criteria developed in response to class/school requirements.

## **Activity 6.3 Student self-evaluation**

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**Focus question: How well have I participated in our inquiry into children's rights?**

**Preparation:**

Make student copies of the Student Self-Evaluation (*Resource 23*).

**Procedure:**

- Students co-operate with peers to complete an evaluation of their own contribution to the community of inquiry developed around the module.