

Phase 7 Taking action

Learning outcome SRP 4.5

Inquiry question: What action can we take to promote children's rights?

Activity 7.1 Becoming an advocate for children's rights

Preparation:

- Consider advocacy issues that might be of relevance to the student group. For example, students' right to be safe at school.
- Develop a list of suggested issues and related advocacy activities to refer to during class discussion and planning.

Procedure:

- Write the inquiry question on the chalkboard/whiteboard for students to copy into their journals.
- Hold a class meeting to discuss how students can be active and effective as advocates for children's rights.
- Students identify issues of concern related to children's rights. These might be local, Australian or international issues.
- Students vote to select an issue to address.
- Students plan and implement an activity which raises awareness of children's rights or acts to support children who live in conditions in which their rights are not fully respected. For example:
 - > Hold an art exhibition or expo (showcasing student work related to children's rights).
 - > Conduct a fund-raising activity to support an organisation that advocates on behalf of children and their rights (eg: UNICEF).
- Alternatively, students might identify a situation in which children's rights are being contravened and develop a plan for advocacy on behalf of the children involved. For example, students might choose to:
 - > Write letters to politicians, the newspaper or the Commission for Children and Young People and Child Guardian.
 - > Write and publish an information sheet.

Reflection:

- In their personal journals (under the inquiry question) students document their planned advocacy activity and reflect upon its effectiveness in promoting children's rights.

Activity 7.2 Ambassadors for children's rights

Preparation:

- Locate 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.
- Make student copies of the task requirements for Activity 7.2 (page 13 in Resources).

Procedure:

- Question students to establish understandings of the term 'ambassador'
- Students conduct dictionary search to define 'ambassador'
- Indicate to students that they are to become ambassadors for children's rights within their school.
- Inform students that as part of their role they will be communicating information about children's rights and the role of the CCYPCG to other students.
- Share task requirements for oral presentations with students (Distribute student copies).

Assessment task:

- Students develop oral presentations to inform younger students in the school about children's rights and the role of the CCYPCG.
- Students may be offered the use of the *Kids Have The Right* cd-rom to help them prepare their presentations.
- Students deliver presentations to younger students.
- 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.

Reflection:

(If not conducted during Activity 7.1)

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