

# Children’s Rights Curriculum Resource

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Finally, we would like to acknowledge and extend our appreciation to Canadian Race Relations Foundation who funded the development and testing of this children's rights education project.

Katherine Covell, Ph.D., and R. Brian Howe, Ph.D.

Directors: UCCB Children's Rights Centre.

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## Foreword to the Teacher

Under the United Nations Convention on the Rights of the Child, Canada is obligated not only to respect the rights of children but also to spread awareness of children's rights. Children, as well as adults, are to be informed of the rights of children as contained in the Convention. Under the Convention, children are defined as persons under the age of 18 years. This means a particularly important role for public schools and for public school teachers.

The principle of children's rights in Canada predates the UN Convention. It is a part of the Canadian Charter of Rights and Freedoms, human rights codes and acts across the country, and Canada's official policy of multiculturalism. What is important about the Convention, which the Government of Canada signed in 1990 and which Parliament and the provinces ratified in 1991, is that it focuses specifically on children.

In signing the Convention, Canada is legally obligated to comply with each of the articles on the rights of the child and to make reports to the United Nations every five years indicating how Canada is complying with the Convention. The Convention assumes that each of the articles is of equal importance. It also assumes that with rights come responsibilities. If one has a right, then others have a responsibility to respect that right. Through the activities in this resource, as children learn about their rights, they also learn about their corresponding responsibilities.

The rights of particular relevance to each section are presented in youth-friendly language at the beginning of the section. The text of the Convention is found at the end of this resource book. The most basic assumption of the Convention is that like adults, children have rights because they are human beings with dignity. If they and their rights are treated with respect, they are more likely to treat others with respect.

It is important for children's learning that some of these activities be included each week. Within each section, we offer a variety of exercises from which you may select those best suited to the specifics of your classroom.

If a child in your classroom/school should come to you with a problem, such as abuse of any kind, please check the regulations with your local Board of Education regarding the exact process by which you should handle the situation. Be sure to validate the child by listening attentively, and ensuring him/her that it is okay, and that you are glad that you were told of the situation. A list of possible contacts that may be of help to the children is located on the UCCB Children's Rights Center Website:

<http://faculty.uccb.ns.ca/childrensrights/>

## **Introduction**

The children's rights curriculum includes introductory activities followed by rights information grouped into the following eight topics:

- Basic Needs
- Equality for All Basic Need
- Alcohol and Drug Abuse
- The Environment and Your Health
- Justice and Youth Offenders
- Abuse and Exploitation
- Rights and Sexuality
- Child Work and Education

The learning outcomes framework of this resource provides useful reference points for teachers to monitor student progress and assess student ability, knowledge, and understanding.

The use of an extensive range of assessment strategies, both reflective and traditional, allows for ongoing feedback to students and teachers, to ensure that intended learning outcomes are met.

### **Performance Assessment**

Assessment strategies should reflect the full range of student learning in children's rights, and therefore must incorporate a variety of assessment activities. In so doing, the diverse backgrounds, needs, and learning styles of individual students may be taken into consideration as students are given a variety of opportunities to demonstrate their knowledge and skills.

Performance assessment may include, but is not limited to the following:

- Formal and informal observations
- Teacher-made and other tests
- Oral and written communication tasks
- Self-assessments
- Learning logs/journals (What I did, What I learned, What questions I still have)
- Reflective writing
- Questionnaires
- Student-Teacher interviews
- Peer Feedback/Assessment (Perhaps ask what students think their friends who have not taken the curriculum would do in a particular situation compared with what they would do.)
- Activity-based tasks/problems
- Observe what students do and say, making anecdotal records
- Develop and apply specific criteria to assess student performance (e.g., rubrics, rating scales, checklists)
- Examine students' work and apply criteria in assessment

## Curiosity Activities

### Learning Outcomes:

- Students will demonstrate...**
- . a raised awareness that they have rights
  - . an understanding of the nature of their rights
  - . an interest in learning more about their rights by taking an active and responsible role with regard to their own well-being and that of their peers

**“Tell me, I’ll forget. Show me, I may remember. Involve me and I’ll understand.”  
- Ancient Chinese Proverb**

## Curiosity Activities - Lesson Overview

### ACTIVITIES SUMMARY

### LEARNING OUTCOMES Students will be able to...

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#### Children's Rights Circle

Students sit in a circle and discuss what It means to have rights and responsibilities.

- . define what 'rights' and 'responsibilities' are
  - . describe some of the rights they have and the responsibilities that go along with those rights.
- 

#### UNICEF VIDEO

Students watch the video to get an understanding of the different rights which the Convention encompasses

- . understanding of why rights are necessary
  - . understanding that children's rights are not always respected
- 

#### Children's Rights Chart

Students construct a colorful chart of their rights to use as reference throughout the year.

- . categorize their rights
- . create an informative chart to use as reference

## Children's Rights Circle

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<b>Summary</b>	A group discussion on the students' understandings of rights and responsibilities.
<b>Students will be able to...</b>	<ul style="list-style-type: none"><li>. define what 'rights' and 'responsibilities' are.</li><li>. describe some of the rights they have and the responsibilities that go along with those rights.</li></ul>
<b>Preparation</b>	Prepare questions on rights before class begins.
<b>Method</b>	<p>Students are encouraged to sit in a circle on the floor of the classroom or to form a circle with their chairs. The teacher sits in the circle with the students and facilitates a discussion on children's rights.</p> <p>Some discussion questions which could be used to initiate this group activity are as follows:</p> <ul style="list-style-type: none"><li>• How many of you know what it means to have rights? (Following their answers, provide an appropriate definition of 'rights', such as the one below.)</li><li>• Do you think you have rights? What rights should children have?</li><li>• Perhaps you could share with the class some of your ideas of the rights you have.</li><li>• Do you feel your rights are respected by others, including the adults in your lives? If so, how do others show respect for your rights? If not, what are some examples you can give about how others do not respect your rights.</li><li>• Do you think there are certain responsibilities and duties you should have that go along with your rights? (Give a definition of 'responsibility' here, such as the one below.)</li><li>• What are some of these responsibilities which go along with your rights?</li></ul> <p><b>"Rights"</b> entitlements that nobody can take away.</p> <p><b>"Responsibility"</b> is an obligation to respect the rights of others.</p>

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# UNICEF VIDEO

## The Rights Of The Child

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<b>Summary</b>	Students watch video to learn what rights are covered in the Convention.
<b>Students will be able to...</b>	. understand why rights are necessary . understand that children's rights are not always respected
<b>Preparation</b>	Have television and VCR ready before class.
<b>Method</b>	It may be helpful to view the video prior to class so that you will have an understanding of which parts are most important and be able to develop some extra questions to ask the students. Tell the students to note issues of importance as they watch the video so that they are prepared for discussion after. After watching the video with the students, discuss the video using the following questions as a guide to discussion.

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### Discussion Questions:

- How did watching this video make you feel?
- Into what three categories does the video group children's rights?
- What were some of the major causes of death of children in the video?
- In the first part of the video, what were the effects of better primary healthcare programs?
- In the second part of the video, social systems are discussed. Do they provide adequate protection for children?
- What were some of the problems that street youth faced in the video?
- In some places, how long did the video say that some children work?
- How have some places used work to benefit the child?
- What did the video say about children who have learning difficulties and are differently abled?
- Which country was profiled in the third part of the video?
- What are some of the positive things this country is doing?
- Is most of the world following their example?

## Children's Rights Chart

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<b>Summary</b>	Students construct a chart of their rights.
<b>Students will be able to...</b>	<ul style="list-style-type: none"><li>. make a list of their rights.</li><li>. create an informative chart to use as reference.</li></ul>
<b>Preparation</b>	Bring to class three large sheets of paper or Bristol board, cards, glue and markers. Photocopy the rights, (on next page) and cut into strips to distribute among students.
<b>Method</b>	<p>Ask the students to write one of the articles on each card. If there are more students in the class than there are articles, some can be responsible for illustrations. Then have them sort the articles/cards into the three categories of rights: survival, protection and development. Once sorted, the cards should be glued onto the three large pieces of paper to form, the rights chart. The chart should remain in a prominent place in the classroom throughout the year to allow easy reference for students.</p> <p><u>Note:</u> It is especially important that the chart be completed by the children as close to the beginning of the school year as possible.</p>

## Children's Rights Chart

### **Article 1**

A child or young person who has rights refers to every person under the age of 18 years, unless national law grants majority at an earlier age.

### **Article 2**

All the rights in the Convention apply to all young people without exception. Also governments have the responsibility to make sure that you are protected from discrimination and punishment based on your family's status, origin, beliefs, etc.

### **Article 3**

Your best interests should be considered first and foremost in all decisions which concern you. Governments have the responsibility to make sure that institutional standards are respected so that you are always adequately cared for and protected.

### **Article 6**

You have the right to live in a safe and happy home. You must be given help to survive and to develop.

### **Article 9**

You have the right to live with your parents and not to be separated from them unless this goes against your best interests. In any hearings or proceedings concerning a separation, you have the right to make your views known. You also have the right to keep in contact with both of your parents.

### **Article 12**

You have the right to express your opinions freely and to have your opinions considered in anything that affects you, even in judicial or administrative proceedings. More weight should be given to these opinions as your capacities evolve and you prepare for adulthood.

### **Article 13**

You have the right to think and to express yourself and to receive or send information through any medium.

### **Article 14**

You have the right to make up your own mind, to follow your conscience and to choose your religion freely, with the guidance of your parent(s) or caregiver(s).

### **Article 15**

You have the right to meet with others to form or join groups.

### **Article 17**

Governments have the responsibility to make sure that information and material is available to you from many sources, both national and international, especially when it is aimed at promoting your well being and health.

**Articles 19, 34, & 36**

You have the right to be protected from maltreatment and exploitation of any kind, for example, physical punishment, sexual exploitation, neglect or verbal abuse.

**Article 23**

You have the right to special care and assistance if you have disabilities of any kind. You have the right to have a life of dignity and to have every opportunity to succeed on your own and to feel that you belong.

**Article 24**

You have the right to proper health care.

**Article 25**

If you are placed by the authorities under protection, care or treatment, you have the right to a regular review of that placement.

**Article 27**

You have the right to an adequate standard of living which will help you to develop socially, morally, spiritually, physically and mentally.

**Article 28**

You have the right to a free education in public schools at the State's expense.

**Article 29**

You have the right to develop your own personality, talents and abilities at school and at home. You also have the right to be prepared for life in a free society by learning about respect for others' rights, for your parent(s) or caregiver(s), for your culture, natural environment, language and values, and for those of others.

**Article 30**

You have the right to enjoy your culture, practice your own religion and speak your own language if you are members of a minority or indigenous group.

**Article 31**

You have the right to rest, to play, and to participate in leisure activities.

**Article 32**

You have the right to be protected from work which threatens your health, education or development.

**Article 33**

You have the right to be protected from the use or sale of drugs.

**Article 35**

Governments have the responsibility to do everything they can to prevent the sale, trafficking and abduction of young people.

**Article 37**

You have the right to be protected from torture, cruel treatment or punishment and unlawful arrest or other invasions of liberty. Your government has the responsibility to make sure that capital punishment and life imprisonment are prohibited for young people. If your liberty is taken away, you have the right to be treated with humanity and respect, to be kept separated from adults, to keep contact with your families and to receive legal assistance.

**Article 39**

You have the right to appropriate care for your recovery if you have experienced armed conflict, torture, neglect or exploitation.

**Article 40**

You have the right to be treated with dignity, to be presumed innocent until proven guilty, to be told of the charges made against you, to have an interpreter if needed, to receive a fair trial, to have your privacy respected and to appeal the court's decision, if you are accused of breaking the law. Governments have the responsibility to establish a minimum age below which young people will be presumed not to have the capacity to break penal law. Also, governments must consider appropriate alternative measures to institutional care, such as guidance, supervision, probation, foster care, education or training programs.

## **Basic Needs**

### **Article 6**

You have the right to live in a safe and happy home. You must be given help to survive and to develop.

### **Article 9**

You have the right to live with parents unless it is decided not to be in your best interest, and you have the right to maintain contact with both parents.

### **Article 24**

You have the right to proper health care.

### **Article 27**

You have the right to an adequate standard of living which will help you to develop socially, morally, spiritually, physically and mentally.

### **Article 29**

You have the right to develop your own personality, talents and abilities at school and at home. You also have the right to be prepared for life in a free society by learning about respect for others' rights, for your parent(s) or caregiver(s), for your culture, natural environment, language and values, and for those of others.

## **Basic Needs**

### **Learning Outcomes:**

#### **Students will be able to...**

- . discern the difference between wants and needs
- . demonstrate an understanding of their right to live in a safe and happy home with both their parents/caregivers
- . demonstrate knowledge of their right to an adequate standard of living and to the highest attainable standard of health and health care

## Basic Needs - Lesson Overview

### ACTIVITIES SUMMARY

### LEARNING OUTCOMES Students will be able to...

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#### Wants and Needs

Students must distinguish between wants and needs, and are introduced to the idea that some basic needs can be considered rights.

- . distinguish between wants and needs
- . see that some basic needs can be considered rights

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#### In Someone Else's Shoes

Students discuss what is necessary for survival and good health and then think about the need of homeless people.

- . develop an awareness of the hardships and difficulties of living in the streets
- . display more empathy and respect for the homeless
- . see that street kids are children too, with the same needs and rights as all other children

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#### Children's Rights Timeline

Students research and prepare presentations on children's rights issues and how children's rights existed in the past, how they exist today, and how they may change in the future.

- . understand more clearly the history of children's rights
  - . see how the concept of children's rights has changed and grown over the years
- . gain an appreciation for the necessity of children's rights

## Wants and Needs

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<b>Summary</b>	Students learn to distinguish between wants and needs, and are introduced to the idea that some basic needs can be considered rights.
<b>Students will be able to...</b>	. distinguish between wants and needs. . see that some basic needs can be considered rights
<b>Preparation</b>	Prepare a set of Wants and Needs Cards (pages 19-21) for each pair of students, as well as blank cards for adding 8 items (page 22). For the variation (see over) several pairs of dice are required.
<b>Method</b>	<p>Have the students form into pairs, giving each pair a set of Wants and Needs Cards which are cut into individual cards. Tell them to imagine that a new government is being set up in their city/town which wants to provide all young people with the basic things they want and need. The cards represent the list of wants and needs the elected officials have drawn up, but they want the young people themselves to add any items that might be missing. The pairs are to decide together on eight additional items, and write/draw them on the blank cards.</p> <p>Announce to the class that the new government has found that for political and economic reasons, it can provide only 16 of the items on the list. Ask the pairs to decide which 8 items they are willing to give up, and have them return these cards to the facilitator. When all pairs have done this, announce that still further cuts in what can be provided to young people must be made, and ask the pairs to eliminate another 8 items from their lists.</p> <p>Discuss the following questions with the entire class:</p> <ul style="list-style-type: none"><li>• Which items were most commonly eliminated in the first round? Why?</li><li>• Was the second round of elimination more difficult than the first? Why?</li><li>• Did you and your partner have any disagreements over the items to eliminate? Which ones, and why?</li><li>• What is the difference between wants and needs? Which items on the list were wants, and which ones were needs?</li><li>• Do wants and needs differ for different people? Why or why not?</li><li>• Do wants and needs differ for different cultural groups? Why or why not?</li></ul> <p><b>Activity:</b></p> <p>Needs are basic and essential to all children. But there are cultural differences in wants that may depend on how well needs are met. Students could research some different cultures (e.g., First Nations) to see if having needs met makes differences in wants. Have each group present these differences to the class.</p>

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**Explain to the group that the most basic needs are sometimes referred to as 'rights'. Rights can be defined as entitlements that nobody can take away.**

**Variation:** Divide the class into groups of four, giving each group a set of Wants and Needs Cards. Allow them several minutes to decide on four things to add to the list, which they want or need for the community they presently live in. Explain that each group is only going to be able to get **some** of the things they want and need. Each group gets one die, and each member of the group rolls the die once. The sum of the four rolls indicates the number of Wants and Needs Cards that the group will be allowed to keep. Have each group go through their cards and eliminate the required number. Then have each group report on:

- What particular wants/needs they decided upon for their own community.
- What number of needs and/or wants they were allowed to keep.
- Which cards they decided to keep.
- How they came to their decisions.
- What, if anything, was difficult about the decision-making process.

**Discussion Questions:**

- Do all groups in society get their needs and wants met equally?
- If not, what accounts for the differences?
- Is it fair for these types of inequalities to exist?
- What could you do to help supply the wants and needs of your community?
- What could your class do to supply these needs?

**Follow-up:**

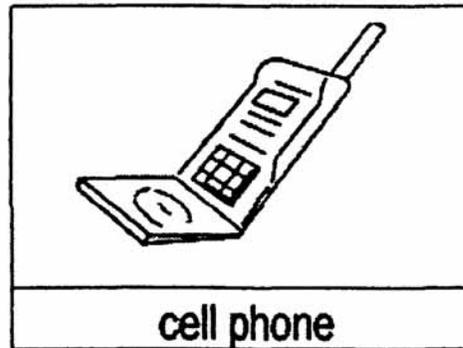
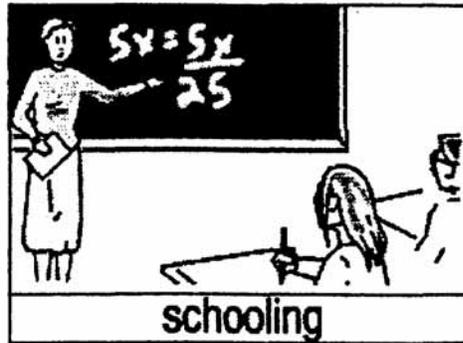
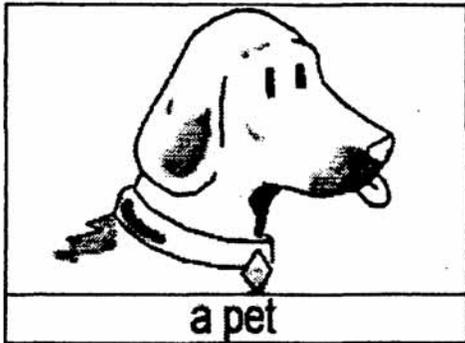
Ask the students to come up with their own definition of 'rights'.

Using the Wants and Needs Cards as a starting-point, have them draw up a list of rights, that in their opinion are basic for all people of their age. Have them compare this list with the Convention on the Rights of the Child.

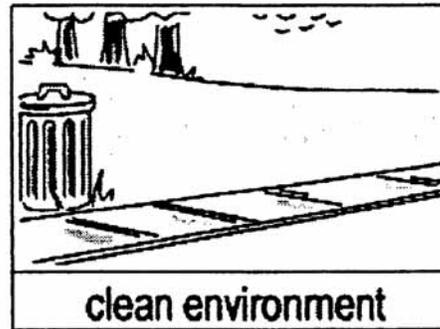
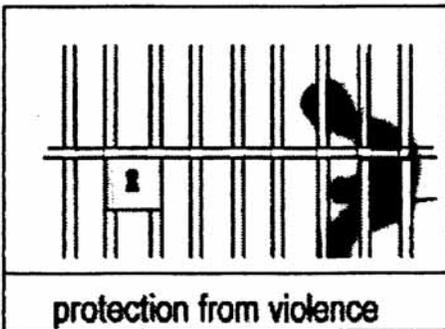
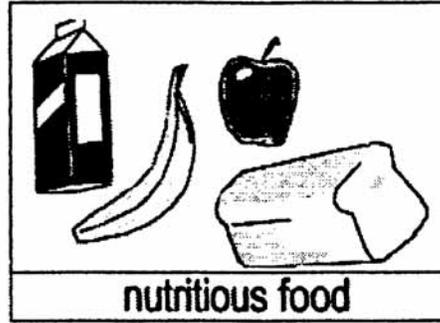
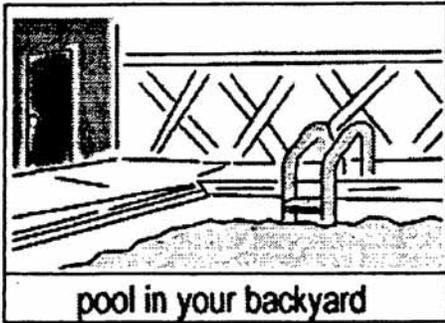
**Please note:**

This activity is based on that in the UNICEF publication [It's Only Right!](#)

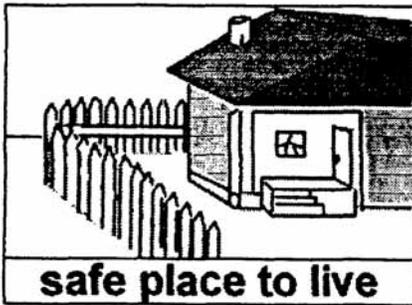
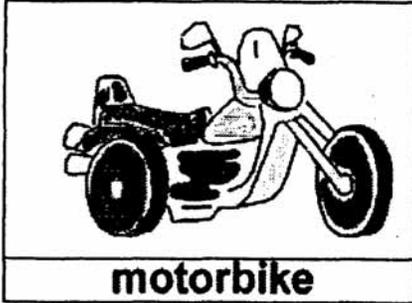
# Wants and Needs Cards



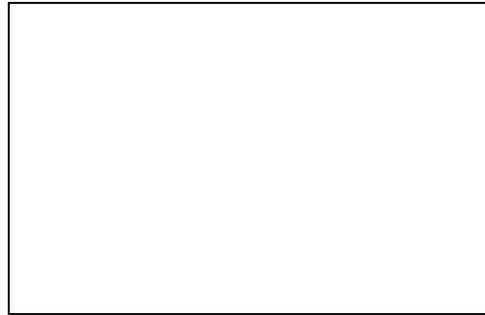
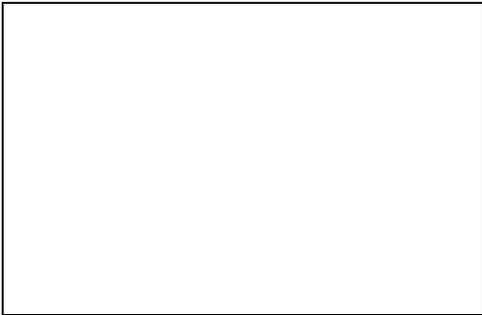
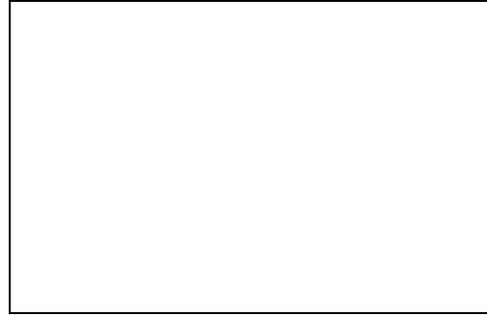
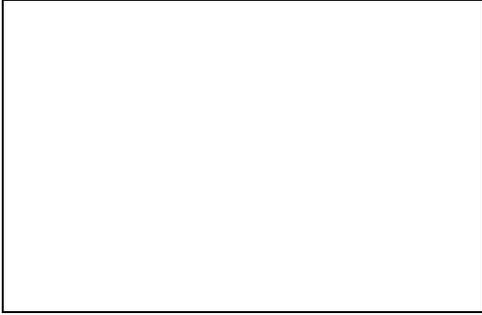
# Wants and Needs Cards



## Wants and Needs Cards



## Wants and Needs Cards



## In Someone Else's Shoes

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<b>Summary</b>	Students discuss what is necessary for survival and good health and then think about how homeless people might meet these needs.
<b>Students will be able to...</b>	<ul style="list-style-type: none"><li>. develop an awareness of the hardships and difficulties of living in the streets.</li><li>. display more empathy and respect for the homeless.</li><li>. see that street kids are children too, with the same needs and rights as all other children.</li></ul>
<b>Preparation</b>	Copy the Street Kids cards from the next page for the students.
<b>Method</b>	<p>Discuss in class the various things we need to survive and to have a healthy life (i.e., basic needs and health care). Have the class divide into four groups. Give each group one of the cards. After reading the card, they should discuss and note how that child could get good food, clean water, shelter, clothing, education, health care, money, and so forth. Have each group report their suggestions to the whole class. Follow this with a general discussion of the similarities of problems and rights violations faced by street kids. What solutions can the class think of?</p> <p><u>Note:</u> Two items of interest that might be mentioned or viewed with the students are:</p> <p><b>Kids Helping Kids:</b> a ten-year-old girl who is helping the homeless - <a href="http://www.geocities.com/Heartland/8677">www.geocities.com/Heartland/8677</a></p> <p><b>National Coalition for the Homeless</b> - <a href="http://nch.ari.net/wwwhome.html">http://nch.ari.net/wwwhome.html</a></p>

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## Street Kids Cards

Susan is a 14 year-old girl who has just run to Edmonton from a rural town in northern Alberta. She is the oldest of five children and feels she was always being held responsible for all the misbehaviors of her younger siblings. For the past two years the beatings she received from her mother have grown increasingly severe. She felt like nothing could be worse than the ongoing abuse at home and so she ran to the city.

Kevin, a 14 year-old boy, is found sleeping in a doorway in downtown Montreal. Through elementary school Kevin was an A student and got along okay at home. Over the past year, however, he has had problems at home because his parents expect him to be home at 9 p.m. even on Saturday nights. Last week he went to a school dance and did not get home until 11:30p.m. His parents threw him out and said they never wanted to see him again.

Renata is a 14 year-old girl who has 7 younger siblings. She lives in a parking lot in the center of Rio de Janeiro, Brazil. At the age of 13, her parents told her they could no longer afford to look after her, and that they believed she was old enough to take care of herself. She got a drive with a neighbour to the city, where she is living on the streets. So far, the only way she has found to make money is through prostitution.

Raphael, a 14 year-old boy, is trying to survive in the streets of Addis Abbaba, Ethiopia. He used to have a happy home life and great parents, but his parents and grandparents were killed in the war. Raphael was injured by a bomb blast but recovered in the hospital. When he was released, he had nowhere to go.

## Children's Rights Timeline

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<b>Summary</b>	Students research and prepare presentations on children's rights issues and how children's rights existed in the past, how they exist today, and how they may change in the future.
<b>Students will be able to...</b>	<ul style="list-style-type: none"><li>. understand more clearly the history of children's rights.</li><li>. see how the concept of children's rights has changed and grown over the years.</li><li>. gain an appreciation for the necessity of children's rights.</li></ul>
<b>Preparation</b>	No prior preparation required.
<b>Method</b>	<p>First, have students think about different children's rights issues; for example, child abuse, child medical care, or parental control over children. Then, working in small groups, have each group choose a different issue and research that issue to learn how children's rights have changed over time.</p> <p>If resources allow, students could create their own five-minute videos on their chosen children's rights issues. Or they might produce a short one-act play.</p> <p>After the presentations, discuss the changes in children's rights with the students.</p> <ul style="list-style-type: none"><li>• How have children's rights changed over the years?</li><li>• Do children have more or fewer rights today?</li><li>• Do you think they will have the same, more, or fewer rights in the future?</li><li>• Can you see a difference in the wants and needs of children over the years?</li><li>• Are rights being provided today any more or less than they were in the past?</li><li>• Do you think that any extra basic needs should be added to the present list? Which ones?</li><li>• Do you think the wants and needs of children will be different in the future from what they are today? How so?</li><li>• Do you think some extra needs should be included in today's list of basic needs? Which ones? Why?</li></ul>

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## Scenario #1

In order to make money, street kids in Halifax have taken up the business of washing the windows of motorists stopped at stoplights, the so-called “squeegee kids”. These children run up to the stopped vehicles, wash the window and then ask for some money. Some of these children become angry when no money is given, yelling at the people and hitting their cars. These children say they need money from the motorists to obtain their basic needs.

### Discussion Questions:

- Are the rights of “squeegee kids” being denied in any way?
- Should these children be allowed to wash the windows of cars stopped at traffic lights?
- Should the drivers of the vehicles be allowed to refuse the children payment?
- What could the government or the community do to help these children?
- Give examples of ways the conflict in this story could be resolved.

## Scenario #2

Marisa doesn't want to go to school today. She isn't sick but she dreads going. Marisa's family is poor, which means most of her clothes are hand-me-downs or bought second hand from thrift shops. The other girls at school and some of the guys make fun of her clothing. Marisa doesn't have many friends. She wishes her family could afford to buy her nice clothes like the other kids wear.

### Discussion Questions:

- Are Marisa's rights being denied in any way?
- How do you think Marisa feels when she goes to school?
- Why might the other kids in her class make fun of Marisa?
- What are some of the things you look for in a friend? (This could be done either as a class discussion or in groups. Either way, make a class list and see if there is anything about whether the person wears trendy clothes or what their economic status is. Explore these things.)

## Case Study

A group of concerned citizens and social service agencies took two old transport trailers to a vacant lot just outside downtown Toronto. The trailers had been insulated and fitted with doors, windows, and portable toilets. The goal of the citizens and agencies was to provide shelter for a group of street kids who had been ordered to leave an abandoned building in which they had been living. About two dozen youth moved in to the trailers. City councilor Jack Layton now wants the next step to be linking the youth with volunteer and paid employment.

### Discussion Questions:

- Do you think “the next step” is a good one?
- Was the city/community doing all it could to help these youth?
- Do you agree with what the city members did for the street youth?
- Do you think the street youth appreciate what was done for them? Why or why not?
- Are the basic needs of the youth being met here? If not, who is responsible for doing this?

## **Equality for All**

### **Article 2**

You have the right to be protected from any form of discrimination or punishment based on your family's status, activities or beliefs.

### **Article 13**

You have the right to think and to express yourself and to receive or send information through any medium.

### **Article 14**

You have the right to make up your own mind, to follow your conscience and to choose your religion freely, with the guidance of your parent(s) or caregiver(s).

### **Article 15**

You have the right to meet with others to form or join groups.

### **Article 23**

You have the right to special care and education that will help you achieve self-reliance and enjoy a full life in society if you are a person with disabilities.

### **Article 29**

You have the right to develop your own personality, talents and abilities at school and at home. You also have the right to be prepared for life in a free society by learning about respect for others' rights, for your parent(s) or caregiver(s), for your culture, natural environment, language and values, and for those of others.

### **Article 30**

You have the right to enjoy your own culture, to practice your own religion and to use your own language.

## **Equality for All - Lesson Overview**

### **Learning Outcomes:**

#### **Students will be able to...**

- . demonstrate an awareness of the fact that they have rights and that all children possess the same rights.
- . show awareness of their responsibility to respect the rights of others.
- . see that our country, and world, is made up of a variety of different people, all with equal rights and responsibilities.
- . understand that they have equal rights to express their views and a responsibility to respect the views of others

**“Choose your friends by their character and your socks by their color. Choosing your socks by their character makes no sense, and choosing your friends by their color is unthinkable.” - Anonymous**

## Equality for All - Lesson Overview

### ACTIVITIES SUMMARY

### LEARNING OUTCOMES Students will be able to...

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#### Emotional Responding

Students describe situations in which they were angry and brainstorm ways to deal with those situations and emotions.

- . learn how their negative emotions would best be handled
  - . see that sometimes anger can lead to the disrespect of others' rights
- 

#### Best I Can Be

Students write or draw about dreams they have for their futures, and share them with the class.

- . observe the uniqueness of each student's aspirations
  - . reflect on the rights of individuals to their dreams
  - . support personal values related to their own goals
- 

#### Being Me

Students write poems in which they describe what makes them special and unique in terms of their heritage

- . take pride in their ethnicity
  - . learn to appreciate diversity
- 

#### Culture Celebrations

Students learn about different cultures through presentations and by celebrating an ethnic holiday which they research and organize.

- . enjoy food, music, crafts, etc. of different cultures
  - . appreciate the similarities and differences among various cultures
  - . realize that all cultures are of equal value and responsibilities
- 

#### The Colors I Am

Students focus on how each of us is the same on the inside and how irrelevant skin color is.

- . students will gain an appreciation of the similarities of all people in terms of their feelings.
-

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**Getting to Know You**

An opportunity to learn about similarities and differences

- . students will gain knowledge of those with differences

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**Hidden Meanings**

Students discuss a poem and a song to discern their meanings and messages with respect to racial equality and rights.

- . discuss the effects on a person when his/her basic rights are denied
- . consider the uniqueness of each person and how important it is to allow an individual to be unique
- . discuss the importance of learning about others

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**Conflict Cartoon**

- . appreciate the need to limit freedom of expression
- . discuss the impact of hate messages in general
- . realize that one's rights can be in conflict with those of another person

## Emotional Responding

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<b>Summary</b>	Students describe situations in which they were angry and brainstorm ways to deal with those situations and emotions.
<b>Students will be able to...</b>	<ul style="list-style-type: none"><li>. learn how their negative emotions would best be handled.</li><li>. see how sometimes anger can lead to the disrespect of others' rights.</li></ul>
<b>Preparation</b>	Have index cards or small pieces of paper for the students to write on.
<b>Method</b>	<p>Have each student write on an index card, and describe a situation in which he or she was angry. Have the students pass in the cards anonymously. Read each or some of the cards aloud and have students brainstorm ways to deal with the situation described. Once a list of suggestions is compiled, discuss which method would be best. Discuss why it would take high self-esteem to just ignore or walk away from someone who has insulted you.</p> <p>Note to the students how sometimes when we're angry we neglect to respect the rights of others, and that this is something to watch out for and to try to prevent.</p>

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## Best I Can Be

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<b>Summary</b>	Students share their dreams for the future.
<b>Students will be able to...</b>	<ul style="list-style-type: none"><li>. observe the uniqueness of many individuals' aspirations.</li><li>. support personal values related to their own goals.</li></ul>
<b>Preparation</b>	No prior preparation required.
<b>Method</b>	<p>Encourage students to think quietly for a few moments of a dream they may have for their future, or something bright they see for themselves in the future. Afterwards have each student write a short passage about that dream or draw a picture to illustrate it and to share it, if he/she wishes, with the class. This activity should bring about the realization that people's dreams and aspirations are their right and should be respected and supported because they too, make each of us unique.</p> <p>Students also can be encouraged to identify obstacles faced by individuals in attaining their goals or dreams, e.g., becoming ill, being differently abled, facing discrimination. Emphasize that each person has a right to fulfill his or her potential whatever that may be.</p>

## Being Me

<b>Summary</b>	Students write a “heritage” poem
<b>Students will be able to...</b>	. be proud of their own heritage . show respect for and appreciate the heritage of others
<b>Preparation</b>	No prior preparation required.
<b>Method</b>	Ask each student to write and illustrate a poem that describes who they are from the perspective of their heritage. Have students read aloud their poems and compare and contrast aspects of their heritage on which they have focused. Read aloud the following poems as examples and have students comment on what they reflect about their writers, and how they compare with the class poems.

### Untitled

In my left hand  
Childrens games and their hearts  
sometimes beating to the rhythm of fear  
Bursts of laughter  
and quickly drying tears  
at the heart of my Indian guitar  
The laughter of the children of the world  
It's for them I sing.

Peter, Grade 8

### To be MicMac

When I was a baby I didn't know that I was a Micmac  
When I was four I heard my grandfather speaking Micmac  
That's when I realized I was Micmac.  
In our school we learn to read and write Micmac  
Now I understand how special it is to be a Micmac.  
When I am a man I will teach my children how to speak Micmac  
They will carry on what it is to be Micmac.

Ricci, Grade 8.

## Culture Celebrations

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<b>Summary</b>	Students learn about different cultures through presentations and by celebrating an ethnic holiday which they research and organize.
<b>Students will be able to...</b>	<ul style="list-style-type: none"><li>. enjoy food, music, crafts, etc. of different cultures.</li><li>. appreciate the similarities and differences among various cultures.</li><li>. realize that all children are basically the same with the same basic needs, rights and responsibilities.</li></ul>
<b>Preparation</b>	Students will have to be organized well ahead of presentation day.
<b>Method</b>	<p>Hold a Culture Celebration Day.</p> <p>Have the students, working in groups, choose one specific ethnic holiday each to host; for instance Chinese New Year. Each group can research their holiday and then work as a team to host that holiday for the rest of the class. Presentations could include guest speakers, movies from that culture, food, and music. This activity can also be done as a class, choosing one holiday and everyone working together to organize and hold that specific celebration.</p>

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## The Colors I Am

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<b>Summary</b>	Students write and illustrate a poem to realize skin color is not important.
<b>Students will be able to...</b>	. talk about how color and behavior are not related . realize that we can all be many different colors
<b>Preparation</b>	No special preparation required
<b>Method</b>	Read the class the following “Color Poems”. Have each student write their own color poem and illustrate it. If students have access to computers, these poems could be written on screen and illustrated with available graphics. Discuss the relation of color and behavior as indicative only of mood.

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Today I am the color golden yellow  
Because I feel generous. And I want  
to be there for my friends and family.  
And another part of me feels blue, a  
deep blue because I feel sad and lonely  
and confused in a way I can't explain.  
Some weeks or days I feel bright red  
I am full of energy, excited and happy  
I want to just scream just full of excitement.  
Other days I feel green.  
A chunky feeling just wants to cry, be by  
myself, and no one to get in my way.  
And some months I feel black  
that has to get away from things and  
has to get free and go to another place  
to get things straightened out.  
Kirky, Grade 8.

Part of me is an elephant gray-  
lazy, tired, grumpy, careless, shy, sleepy  
useless, and all worn out!  
But at other times, I am a brilliant orange-  
full of life and energy, talkative,  
uncontrollable, fast as a cheetah,  
and ready to attack the world!  
So watch out everybody, because today I am  
orange.

Anne, Grade 8

Some days I'm  
hot red  
with anger and  
frustration.  
And some days I'm  
a soft blue  
with a  
calm sensation.

Sasha, Grade 8.

## Getting to Know You

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<b>Summary</b>	Students have the opportunity to ask questions about each other which are normally considered impolite. Please remind them that they must respect each others' rights throughout the discussion.
<b>Students will be able to...</b>	<ul style="list-style-type: none"><li>. show respect for differences and diversity</li><li>. demonstrate better understanding of their peers</li><li>. learn how to ask questions in a responsible fashion</li></ul>
<b>Preparation</b>	small cards on which questions can be written and a box in which to put them are needed
<b>Method</b>	<p>This is a very sensitive task but can have very beneficial outcomes. Research indicates that children's prejudices are often based on misperceptions and that when given the opportunity to ask questions, and receive honest answers, prejudices are lessened.</p> <p>Tell the students that they are able to ask questions about diversity (physical, intellectual, ethnic etc.), by writing them on cards and placing their questions in a box. This should be done ahead of the class in which answers are to be discussed to allow you the teacher to remove any that are offensive. Depending on the nature of your classroom and on the questions, you may answer them yourself, or invite other students to offer answers.</p> <p>Some examples from the literature are: 1) African-American children wanted to know if white children need to comb their hair every day since "it never seems to move and looks the same every day" and 2) white children wanted to know if African-American children needed to bathe every day since their skin did not show the dirt. These are real questions. When the children get honest answers, they learn about their similarities despite superficial differences.</p>

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## Hidden Meanings

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**Summary** Students discuss a poem and a song to discern their meanings and messages with respect to racial equality and rights.

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**Students will be able to...**

- . discuss the effects on a person when his/her basic rights are denied.
- . consider the uniqueness of each person and how important it is to allow an individual to be unique.
- . discuss the importance of learning about others.

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**Preparation** Prepare copies of the poem and song for each of the students.

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**Method** Read over the following poem, “I Lost My Talk”, and the words to the song “Miss Sarajevo”, and discuss the following questions with the students:

**Discussion Questions:**

- What do you think the poem and the song are about?
- What right(s) do you think are relevant to each?
- How is a person affected when these rights are denied?
- What message do you think each is trying to get across?
- What are some benefits of learning about others and their cultures?
- Can you think of any other songs or poems which discuss equality and rights?

(“Miss Sarajevo” is sung by U2 and Pavaroti. It is from the album “Passengers”, a War Child Charity album, put out by an international charity fund, established in 1993, for children in war-torn countries. This particular album was specifically in aid of the children in Bosnia. You can contact: [www.warchild.org](http://www.warchild.org) for more information.)

Ask the students if they know any other poems or songs which deal with racism and equality of rights. For homework, students could be asked either to write a poem/song or to do a little research to find another poem or song that deals with racism, rights, equality, etc. and then to share their songs or poems with the class.

*I Lost My Talk* - by Rita Joe

I lost my talk  
The talk you took away  
When I was a little girl  
At Shubenacadie school

You snatched it away;  
I speak like you  
I think like you  
I create like you  
The scrambled ballad, about my word

Two ways I talk  
Both ways I say,  
Your way is more powerful

So gently I offer my hand and ask  
Let me find my talk  
So I can teach you about me

*Miss Sarajevo* - from "Passengers"

Is there time for keeping your distance  
A time to turn your eyes away  
Is there time for keeping your head down  
For getting on with the day  
Is there time for kohl and lipstick  
A time for cutting hair  
Is there time for High Street shopping  
To find the right dress to wear.

Here she comes, heads turn around  
Here she comes, to take her crown.

Is there time to run for cover  
A time for kiss and tell  
Is there time for different colours  
Different names you find it hard to spell

Is there time for First Communion  
A time for East 17  
Is there a time to turn to Mecca  
Is there time to be a beauty queen.

Here she comes, beauty plays the clown  
Here she comes, surreal in her crown

It's said that a river  
Finds the way to the sea  
And like the river  
You shall come to me  
Beyond the borders  
And thirst lands  
You say that as the river  
As the river...  
Love will come  
Love...  
And I cannot pray anymore  
And I cannot hope in love anymore  
And I cannot wait for love anymore

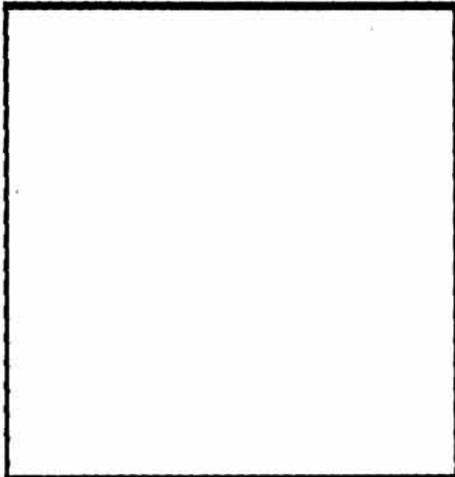
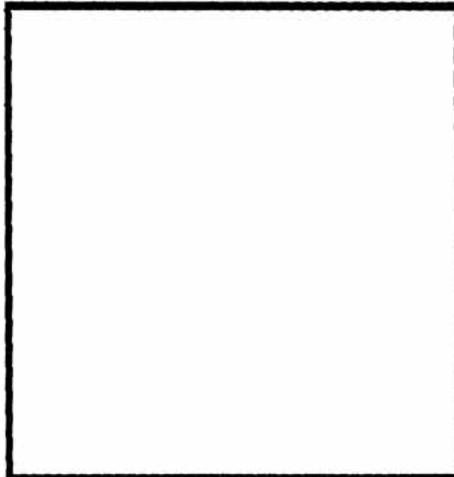
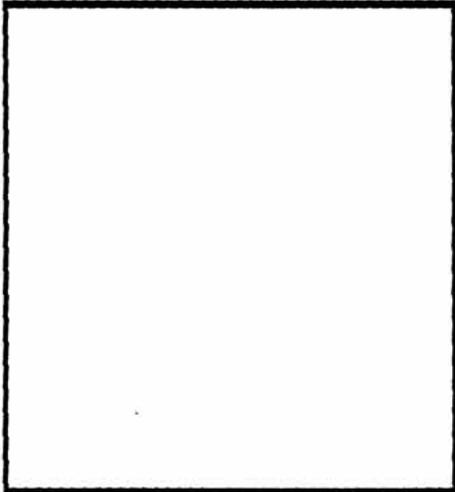
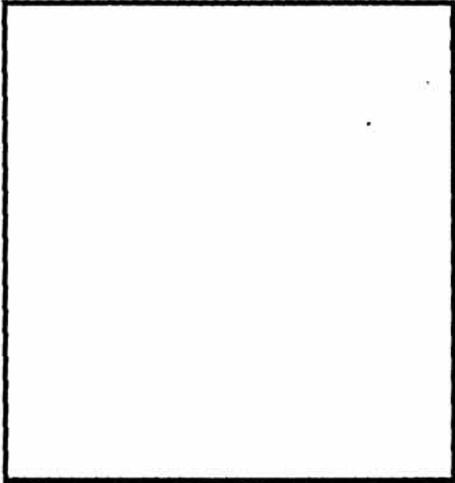
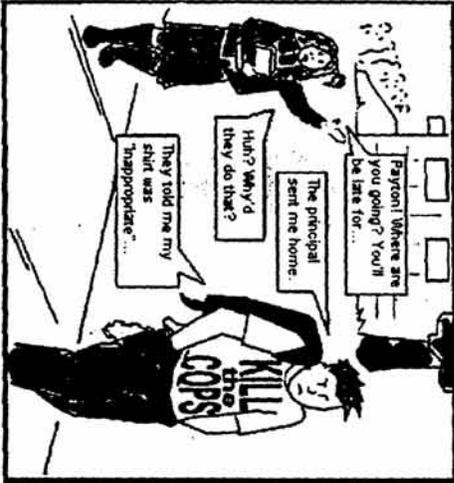
Is there time for tying ribbons  
A time for Christmas trees  
Is there a time for laying tables  
And the night is set to freeze

## Conflict Cartoon

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<b>Summary</b>	Students discuss rights in conflict and complete a cartoon
<b>Students will be able to ..</b>	<ul style="list-style-type: none"><li>. see how an individual's right to free expression can clash with another's right to be treated with dignity and respect.</li><li>. discuss ways of resolving rights in conflict.</li></ul>
<b>Preparation</b>	Prepare a copy of the cartoon, on the following page, for each group of four students.
<b>Method</b>	<p>Explain to the class that there are times when one person's rights will clash with those of another person. For example a student may believe she or he is exercising the right to freedom of expression in making racist comments about another student. However, such behavior is setting up a conflict situation with that other student who has the right to protection against discrimination. Have the students form groups of four and give each group a copy of the cartoon. The students should be given a few minutes to study the situation in the cartoon, and then work together to complete it in a way they believe shows the best possible solution. Completed cartoons can be posted around the room, allowing time for each student to view all the completed cartoons.</p>

Hold a class discussion on the drawn outcomes with a focus on the need to limit freedom of expression when considering hate messages, especially those that discriminate against a group.



## Scenario #1

There is this guy in Michael's class who everyone calls Cheesie. They call him "Cheesie" because of his orange-red hair. His real name is Paul, but no one except the teachers call him by his real name. To everyone else he is "Cheesie". At first he didn't mind, but now the constant taunts and jeers are bringing him down. He dreads the bus ride to school, and he doesn't eat lunch in the cafeteria like most of the other students. Even walking through the halls during class change is a test of his will.

Yesterday afternoon, Michael and his friends were having a game of baseball during lunch hour when the orange haired guy wandered close by. Michael's friend Peru, who was pitching, called out, "Hey, Cheesie, catch the ball!" and threw the hardball at the unaware Paul. The ball struck him in the lower back, knocking him to the ground. He lay there for a moment, and then slowly picked himself up and walked away. All of Michael's friends behaved as though it was the funniest thing they ever saw. Michael was quite angry and said "Why don't you leave him alone". His friends instantly turned on him, calling him names and saying Cheesie was his boyfriend. For the rest of the day, Michael was the target of his friends' jeers. After school, Michael saw Paul waiting for his bus. His anger boiled over, and he charged the orange haired guy from behind, knocked him down, while his friends cheered him on. They never made fun of Michael again.

### Discussion Questions:

- Put yourself in Paul's shoes and list the feelings he may be experiencing when at school.
- Perhaps you could share some of your personal experiences when you were made fun of, including the situations and your feelings.
- Why do you think Michael attacked Paul?
- How do you think Michael is going to feel about his own actions?
- What could Michael have done when his friends were making fun of him?
- Do you think Michael will continue to make fun of and bully Paul?
- Do you think Michael has high self-esteem or low self-esteem? What about Paul?
- Why do you think each feels the way they do?
- What are some of the things you look for in a friend? (This could be done either as a class discussion or group work. Either way, make a class list and see if there is anything about the way someone looks that makes them a good friend. Explore this further.)

## Scenario #2

Carlson's parents walk into his room to discover he is on the Internet reading information about sex and contraceptives. This information contains diagrams of human anatomy and descriptions of how to use a condom, etc. His parents are furious. They don't want him learning about that now. Carlson, in his defense, says he has learned and heard about this stuff in school, on TV, and from friends. He says he wanted to learn more about it.

Ashley's mother walks into her room to discover she is on the Internet looking at explicit photos of men and women engaged in all forms of sexual acts. Her mother is furious. Ashley explains they did sex ed in class today and she was curious to learn more. She went on the Internet and typed in Sex Education and these were the kinds of sights which popped up.

**Discussion Questions:**

- Is one of these situations worse than the other? Why or why not?
- Where could these two students have gone for more information?
- Should children be allowed access to the kind of information Carlson was reading? How about the things Ashley has seen?
- How free should children be to gain access to information?
- Who should regulate such things?

## Case Study #1

A 15 year-old girl, Jamie S., who claims to be a witch was suspended from her school after another girl claimed Jamie had cast a spell on her. The school administrator explained that it was a “verbal threat” that led to the expulsion, not Jamie’s adherence to the Wicca religion.

### Discussion Questions:

- Which of Jamie’s rights, if any, were violated?
- Is it fair to discriminate among religious beliefs of students
- When is it appropriate to disallow freedom of religions expression?
- Should Jamie have been expelled?

## Case Study #2

Fourteen-year-old Jennifer has cerebral palsy. She has been in a regular classroom with her peers, but the school officials feel that she may be better off in a separate class for children with special needs. Jennifer and her parents want to stay in the regular classroom.

### Discussion Questions:

- Which of Jennifer’s rights are being violated by the school officials?
- How does Jennifer feel?
- What can Jennifer’s friends do in this situation?
- How do you think Jennifer and others with disabilities can get the best education?

## Case Study #3

Ram is a 14 year-old Sikh boy who goes to school in Surrey, B.C. Because of his family’s religious beliefs he must wear a turban. However, his school has a dress code which forbids wearing any hats or other head coverings. The school argues that this is necessary to uphold school standards and traditions. Ram is very upset.

### Discussion Questions:

- Is the school violating Ram’s rights - why or why not ?
- Is it okay for the school to have this rule?
- If the school allows Ram to wear the turban, should they then let other kids wear their baseball caps?

### Alternate Activity:

Research inclusion policies in your school district. Are they in compliance with the Convention? Write a letter to your school superintendent either congratulating him/her on good policies, or explaining how they should be changed, using the Convention as your base of argument.

Many people, including students, do not understand the extra difficulties some people who are differently abled experience everyday. It is important to understand these difficulties so that we are more tolerant and helpful when we see a person who is differently abled having difficulty. To achieve this understanding, have your students role play different disabilities within the school, for a day. Have some students play the role of a differently abled person (e.g., person in a wheelchair, visually impaired person, etc.) and some students as their guide or “helper” in which they follow that person throughout the day. Make sure the students write down some of the difficulties they encounter throughout your school.

**Discussion Questions:**

- What were some of the difficulties you encountered throughout the day?
- How did you handle these difficulties?
- Could you have handled the situation without someone to help you?
- Are any rights of persons with disabilities being violated in your school?
- Did any other students violate your rights as a person with disabilities?
- What do you think should be done to make your school more “friendly” to persons with disabilities?

## Alcohol and Drug Use

### Article 3

Your interests should be considered first and foremost in all decisions which concern you. Governments have the responsibility to make sure that institutional standards are respected so that you are always adequately cared for and protected.

### Article 6

You have the right to live in a safe and happy home. You must be given help to survive and to develop.

### Article 12

You have the right to express your opinions freely and to have your opinions considered in anything that affects you, even in judicial or administrative proceedings. More weight should be given to these opinions as your capacities evolve and you prepare for adulthood.

### Article 14

You have the right to make up your own mind, to follow your conscience and to choose your religion freely, with the guidance of your parent(s) or caregiver(s).

### Article 24

You have the right to proper health care.

### Article 25

You have the right to a regular review of placement if you are placed by authorities under protection, care or treatment.

### Article 27

You have the right to an adequate standard of living which will help you to develop socially, morally, spiritually, physically, and mentally.

### Article 33

You have the right to be protected from the use or sale of drugs.

### Article 39

You have the right to appropriate care for your recovery if you have experienced armed conflict, torture, neglect or exploitation.

### Article 40

If accused of committing a crime, you have the right to be treated with dignity, to be informed promptly of the charges, to receive legal assistance, and to be presumed innocent until proven guilty in a prompt and fair trial.

## **Alcohol and Drug Use**

### **Learning Outcomes:**

#### **Students will be able to...**

- . discuss various ways to say “no” to drugs and alcohol and to deal with peer pressure.
- . show an awareness of their rights to protection from drug and alcohol abuse.
- . more clearly comprehend the effects of drug and alcohol use and abuse.
- . see that there are responsibilities that go along with the use of drugs and alcohol.

**“You are never given a wish without also being given the power to make it come true. You may have to work for it, however.” - Richard Bach**

## Alcohol and Drug Use - Lesson Overview

### ACTIVITIES SUMMARY

### LEARNING OUTCOMES Students will be able to...

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#### Joe Cool

Students role play a peer pressure situation regarding smoking, and briefly discuss the role of self-esteem in addictions.

- . share their views on smoking
  - . reinforce a person's right to say "no"
  - . discuss some myths and justifications for smoking
- 

#### 'Alcoholic' Ads

Students collect ads for alcohol, consider the image they portray, and discuss why people drink and the implications of drinking.

- . see the erroneous image portrayed by alcohol ads
  - . look at the implications of alcohol use
  - . discuss the responsibilities of those who drink alcohol
- 

#### Saying "No" to Drugs

Students discuss the various types of drugs, brainstorm reasons to say "no" to them, and design "rights-violations" packaging.

- . see that alcohol and cigarettes are really drugs too
- . consider the negative aspects of illegal drug use
- . think of ways to exert their right to say "no" to drugs

## Joe Cool

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<b>Summary</b>	Students role play a peer pressure situation regarding smoking, and briefly discuss the role of self-esteem in addiction.
<b>Students will be able to...</b>	<ul style="list-style-type: none"><li>. share their views on smoking.</li><li>. discuss a person's right to say "no".</li><li>. discuss some myths and justifications for smoking.</li></ul>
<b>Preparation</b>	Prepare several copies of the following script for the students to role play.
<b>Method</b>	<p>Have students work in pairs to role play the following situation, and ask for a volunteer pair to do the role play in front of the class. Then discuss the questions following.</p> <p>Joe: Hey Tom, what's going on? Tom: Nothin' really. Just hangin out. Jeez Joe, I didn't know you smoked. Joe: Yeah, my older brother used to sneak them to me. Now, Julio's brother buys them for us. Wanna try one? Tom: No thanks man. Joe: You should try. Tom: I don't think so. Joe: Just one. Tom: No. Joe: Just a puff. It really calms you down. Tom: I'm calm enough as it is. Joe: You don't sound calm. Tom: That's because you're bugging me. Joe: How are you going to know unless you try one? I'm telling you, they really calm you down. Relaxes ya'. It's a good way to end a school day. Tom: I'll take your word for it" Joe: What are you, scared? You're not going to get cancer from one cigarette you know. If you smoke a couple a day, you're going to be fine. Actually, I heard that if you smoke for years and then stop, in five years your lungs will be good as new. Tom: I'm sure. Joe: And it's not like they're addictive. I only have a couple a day, maybe five at the most. I can quit when I want. Tom: Well, quit then. Joe: I don't want to. It relaxes me. Here try one. Tom: Get that out of my face. Joe: What are you? A weirdo? Tom: Oh yeah, that's real good. I'm weird because I don't smoke. Joe: Yea man, you're weird and chicken! Tom: I think you better have another puff on your cigarette to calm yourself down.</p>

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Joe does so, inhaling deeply. He coughs a cloud of smoke, clears his throat and spits out a wad of black-speckled saliva. He grumbles to himself and walks away. Tom smiles and heads for home.

**Discussion Questions:**

- Describe briefly what has occurred in this situation.
- Describe Joe and Tom in terms of high or low self-esteem. Use examples from the story to support your claim.
- Do you think someone with high or low self-esteem would be more likely to become addicted to a substance? Why?
- Why does Joe smoke?
- Why do you think Joe was trying to pressure Tom into smoking?
- Which right(s) of Tom's was Joe violating?
- Though his reasons are not described in the story, why do you think Tom does not smoke?
- Joe mentions a few myths and justifications for smoking. Name them and think of a few others.
- Do you think you would have had the courage to stand up to Joe like Tom did? If not, how could you develop the courage to exert your rights to a healthy (i.e., smoke-free) environment?

**Alternate Activity:**

Have the students write and act out their own scripts about peer pressure to smoke, drink, or use drugs.

## ‘Alcoholic’ Ads

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<b>Summary</b>	Students collect ads for alcohol, consider the image they portray, discuss why people drink, and the implications of drinking.
<b>Students will be able to...</b>	<ul style="list-style-type: none"><li>. see the erroneous image portrayed by alcohol ads.</li><li>. look at the implications of alcohol use.</li><li>. discuss the responsibilities of those who use alcohol.</li></ul>
<b>Preparation</b>	For homework, have the students go through magazines to collect ads for alcohol.
<b>Method</b>	<p>First in small groups, and then as a class, discuss the following:</p> <ul style="list-style-type: none"><li>• What is the legal drinking age in your province?</li><li>• What are some reasons people do not drink?</li><li>• How much drinking do you think is affected by social customs, family background, and peer pressure?</li><li>• What responsibilities and rights must drinkers keep in mind?</li></ul> <p>Now, look at the ads for alcohol.</p> <ul style="list-style-type: none"><li>• What image do they, and those you see on TV or billboards, portray?</li><li>• Do you think it is a true image or a false one? Why?</li><li>• Are alcohol advertisers violating children’s rights?</li><li>• Design your own alcohol ad, with what you consider to be a more truthful image, including rights violations.</li></ul>

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## Saying “No” to Drugs

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<b>Summary</b>	Students discuss the various types of drugs and think about reasons to say “no” to them.
<b>Students will be able to...</b>	<ul style="list-style-type: none"><li>. see that alcohol and cigarettes are really drugs too.</li><li>. consider the problems of illegal drug use.</li><li>. think of ways to exert their right to say “no” to drugs.</li></ul>
<b>Preparation</b>	A variety of art materials should be available for students.
<b>Method</b>	<p>Begin a discussion on drugs by asking the students to define what a drug is (a chemical that causes change when taken into the body). Discuss the different types of drugs which are available such as non-prescription or over-the-counter drugs, prescription drugs, invisible drugs (i.e., those hidden in other substances, such as alcohol in wine, caffeine in coffee, nicotine in cigarettes, or even the fumes in furniture polish), and illegal drugs. Have the students brainstorm examples for each category. Reinforce to the students that alcohol and cigarettes are considered drugs.</p> <p>Have students discuss in small groups, reasons people use illegal drugs (peer pressure, curiosity, depression, etc.) and reasons for not using them (fear of bodily harm or of addiction, against one’s value, etc.).</p> <p><b>Discussion Questions:</b></p> <ul style="list-style-type: none"><li>• How might drug use by adolescents violate their own rights?</li><li>• How might drug use by parents violate their children’s rights?</li></ul> <p>Now ask the students to design alternative packaging for cigarettes and labels for alcohol, with warnings about rights violations. If the class is so equipped, these could be designed on computers and printed off.</p>

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## Scenario #1

Jadine is in the eighth grade. Her family hasn't much money and can't afford to buy her the latest styles of clothes. For the last couple of weeks, a local drug dealer, Candy, has been after Jadine to sell drugs to the other kids at her school. Candy tells Jadine that if she sells the drugs she will make a lot of money and be able to buy the things she'd really like to have, like the latest fashions, or she could help out with the finances at home. Jadine doesn't really like the idea of selling drugs, but is so unhappy from being teased and wants so much to fit in that she is beginning to think about selling drugs.

### Discussion Questions:

- A lot of rights are being violated in this scenario -- can you sort them out? Is there any way you can rank order them?

## Scenario #2

Miguel recently moved to a new school. He is a bit shy so has difficulty making new friends. One Friday night he gets invited to a house party where all of the most popular students will be. He's thrilled. After he's been talking to some of the popular crowd for a short while, he's offered a cigarette by several of the members, who light up themselves. Miguel has never smoked and doesn't really want to, but is confused over what to do.

### Discussion Questions:

- Discuss some of the feelings Miguel might be experiencing.
- Have you ever experienced this kind of peer pressure?
- Think of some ways Miguel might be able to handle this situation.

## Scenario #3

One night Alicia was walking home from baby-sitting when she saw her classmate, June, walking down the middle of the road yelling "Here chicken, chicken, chicken." Alarmed, Alicia coerced her friend into walking back to her place with her. In Alicia's room they began to talk and Alicia was worried over the strange things her friend was saying and how she appeared to feel she was invincible. June spoke of her immense powers and of how she believed she could fly. Alicia suspected her friend was on LSD or some other kind of hallucinogen. When she confronted her friend the next day, June admitted to taking LSD, but begged Alicia not to say anything to anybody because her parents would kill her.

### Discussion Questions:

- How could Alicia protect her friend's rights?
- Which rights should have priority here -- June's right to privacy and freedom of choice, or her rights to health and protection from harmful substances.
- What do you think would be the best thing for Alicia to do?

## Case Study #1

Mark was at a family gathering and having a good time. He had been drinking for several hours but was convinced that he hadn't had too much and that he was fine. On his way home he accidentally hit a twelve-year-old girl and killed her. He was arrested and the breathalyzer indicated his alcohol level was definitely over the limit. He was in serious trouble.

### Discussion Questions:

- How can you use the Convention to convince your friends that drinking and driving is a violation of rights?
- How do you think Mark feels?
- What do you think he feels worse about (the death, trouble with the law, letting down his family, etc)?
- Do you think it's ever safe to drink and drive?
- If you know someone has been drinking quite a bit and then plans to drive home, what can you do? Would you try to stop them or just figure it's their own problem?

## Case Study #2

In Dresden, Germany, three women in miniskirts offer passers-by a pack of *Lucky Strikes* cigarettes and a leaflet which reads: "You just got hold of a piece of America." A local doctor said, "Adolescents time and again receive cigarettes at such promotions." In Buenos Aires, a jeep decorated with the *Camel* logo pulls up to a high school. A woman begins handing out free cigarettes to 15-16 year olds during their lunch break. At a video arcade in Taipei, free American cigarettes are strewn atop each game. At a disco filled with high school students, free packs of *Salems* are on each table. The above case are real. Cigarette manufacturers who have realized sales of cigarettes are declining in America have sought to carve out new markets by targeting people in foreign countries, primarily adolescents. This strategy is effective. In some Latin American cities, as many as 50% of teenagers smoke. According to the World Health Organization, smoking will prematurely kill some 200 million of the world's children and adolescents.

### Discussion Questions:

- Why do you think these ads are so effective in other countries?
- Ask the students how they feel about the cigarette campaigns described in the above case studies. Should they be stopped?
- How can an argument be made against these campaigns using the Convention.
- Who is responsible for stopping these cigarette companies?
- What could be done to prevent these companies from launching similar campaigns in other foreign countries?

### Alternate Activity:

As an optional assignment, ask the students to compare cigarette ads in our country to those described above. This would be an interesting activity because most of the cigarette ads these days are promoting non-smoking. Ads trying to sell cigarettes can still be found in magazines, and these could be compared as well.

## Case Study # 3

Creatine, a muscle-building food supplement that is found naturally in red muscle tissue, has become the favoured aid in some junior-hockey leagues whose athletes have always preferred off-the-shelf aids-- coffee, Sudafed and ginseng instead of highly effective but illegal performance-enhancing drugs such as steroids. Critics inside and outside the hockey world are beginning to raise concerns about the use of Creatine among young players. Small or young players may find themselves under pressure to use it, even though no long-term studies have been conducted to examine its health effects. There have been no studies on how its use by children or adolescents affects their growth or development. At 17, Sam has begun to think that some day he may play in the National Hockey League. He's been taking creatine for the past two weeks under the guidance of the strength and conditioning coach.

### Discussion Questions:

- Are the rights of anyone being violated in this situation? Who? Why?
- Do companies who produce health products, such as creatine, have a responsibility to prevent the use of their drugs by children, if they may be harmful? Why?
- Does the government have a responsibility to investigate the potentially harmful effects of drugs on children? Is the government doing enough to regulate drug companies?
- What should we do to protect children from drugs that may cause negative long-term effects, and from the companies that manufacture them?

### Alternate Activities:

Have students research the harmful effects and consequences of drug and alcohol use on long-term athletic ability. Allow the students to make slogans and advertisements discouraging the use of drugs and alcohol, and then display them throughout the school.

Broadcasting stations in communities sometimes have contests in which local students are asked to submit entries discouraging the use of alcohol and drugs. Encourage the students in your class to do so using the Convention as a framework.

**\*Please Note: World No-Tobacco Day is May 31.**

## **The Environment and Your Health**

### **Article 6**

You have the right to live in a safe and happy home. You must be given help to survive and to develop.

### **Article 24**

You have the to proper health care.

### **Article 27**

You have the right to an adequate standard of living which will help you to develop socially, morally, spiritually, physically, and mentally.

### **Article 29**

You have a right to develop your own personality, talents and abilities at school and at home. You also have the right to be prepared for life in a free society by learning about respect for others' rights, for your parent(s) or caregiver(s), for your culture, natural environment, language and values, and for those of others.

### **Article 31**

You have the right to leisure and recreation and to participate freely in cultural and artistic activities

## The Environment and Your Health

### Learning Outcomes:

- Students will be able to...**
- . see that they have a responsibility to take care of their environment.
  - . discuss ways in which they can preserve and protect the environment.

**“The land is my mother. Like a human mother, the land gives us protection, provides for our needs - economic, social, religious. We have a human relationship with the land: Mother-daughter, son. When the land is taken from us or destroyed, we feel hurt because we belong to the land and we are part of it.” - Djiniyini Gondarra, member of Australian Aboriginal nation.**

## The Environment and Your Health- Lesson Overview

### ACTIVITIES SUMMARY

### LEARNING OUTCOMES Students will be able to...

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#### The Environment in Song and Story

Students consider the need for environmental protection by examining song lyrics and writing a short story.

- . look at environmental conditions which conflict with children's rights and health
- . consider the long term impact of not caring for the environment

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#### Our Environment and Our Health

Students rate various environmental scenarios as to their degree of harm or damage to the environment and to human health.

- . get a better understanding of environmental issues
- . see the destruction caused when people don't respect the environment and uphold their responsibility to protect it.

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#### Taking Action

Students learn how to take social action to make a positive difference in their communities.

- . realize they need to take some responsibility for protecting their rights
- . learn how to improve their community
- . realize the reality of "think global but act local"

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#### Rights in Conflict

- . appreciate the difficulties of resolving rights in conflict
- . role play opposing perspectives

## The Environment in Song and Story

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<b>Summary</b>	Students discuss the environment and their responsibility to contribute to its protection and preservation.
<b>Students will be able to...</b>	<ul style="list-style-type: none"><li>. look at environmental conditions which conflict with children's rights and health.</li><li>. consider the need to protect the environment.</li></ul>
<b>Preparation</b>	Make copies of the song to distribute to each student or copy song onto the board. If anyone has the song on tape/CD bring it in with equipment to play, or if any student can sing the song with accompaniment bring in needed instruments (e.g., guitar).
<b>Method</b>	Remind the students that according to Article 29 of the Convention, that along with their rights they all have the responsibility to respect their environment. Then have them complete either the song or the story task (or both).

---

**SONG**  
(see next page)

### **STORY**

Ask the students to write a science fiction story in which they describe their vision of their community and its children in the future, if current levels of pollution remain stable or increase.

**“If A Tree Fall” by Bruce Cockburn**

rain forest  
mist and mystery  
teeming green  
green brain facing lobotomy  
climate control center for the world  
ancient cord of coexistence  
hacked by parasitic greedhead scam--  
from Sarawak to Amazonas  
Costa Rica to mangy B.C. hills--  
cortege rhythm of falling timber.

What kind of currency grows in these new deserts,  
these brand new flood plains?

(Chorus)

If a tree falls in the forest does anybody hear?  
If a tree falls in the forest does anybody hear?  
Anybody hear the forest fall?

Cut and move on  
Cut and move on  
take out trees  
take out wildlife at a rate of a species every single day  
take out people who've lived with this for 100,000 years--  
ingest a billion burgers worth of beef--  
grain eaters--methane dispensers--

through thinning ozone,  
waves fall on wrinkled earth--  
gravity, light, ancient refuse of stars,  
speak of a drowning--  
but this, this is something other.  
busy monster eats dark holes in the spirit world  
where wild things have to go  
to disappear  
forever.

(Chorus)

If a tree falls in the forest, does anybody hear?  
If a tree falls in the forest, does anybody hear?  
Anybody hear the forest fall?

**Discussion Questions:**

- What is this song about?
- This song was written in the late 1980s. Is its message still pertinent in the world today?
- Think of reasons why rain forests are important to the survival of our world. First, look at the song for answers, but do some thinking and research of your own to come up with other ideas?
- What can you do to help protect the rain forests?

## Our Environment and Our Health

<b>Summary</b>	Students rate various environmental scenarios as to their degree of harm or damage to the environment and to human health.
<b>Students will be able to...</b>	<ul style="list-style-type: none"><li>. get a better understanding of environmental issues.</li><li>. see the destruction caused when people don't respect the environment and don't fulfill their responsibility to protect it.</li></ul>
<b>Preparation</b>	Prepare copies of the scenarios for the students to rate.
<b>Method</b>	<p>Have the students rate the following scenarios according to their degree of harm or damage to the environment and to human health (#1 is the most damaging, and #8 is the least). After the students have rated the scenarios, discuss their ratings and their reasoning behind them.</p> <p><b>Scenarios:</b></p> <ul style="list-style-type: none"><li>• Hunters shoot and kill elephants for their ivory tusks which are used to make expensive jewelry and items such as ashtrays, etc.</li><li>• An offshore drilling project collects hundreds of thousands of gallons of oil to be shipped to and used by people all across Canada. Meanwhile, the construction of the platform has destroyed coral reefs Which are home to thousands of sea creatures. In addition, amounts of oil have entered the surrounding water, further harming sea life.</li><li>• The rain forests are being cleared away to make room for the beef industry. Thousands of cattle graze where the rainforests used to stand.</li><li>• A new medicine that can help thousands of sick people with a certain disease calls for the glands of a certain wild animal. As a result, the animal is hunted to near extinction by poachers looking to make money. The remainder of the animals are removed from the wild and placed in reservations where they are bred and killed for their glands. As a result, the ecosystem the animal used to live in changes drastically because of its sudden disappearance.</li><li>• A local steel plant employs thousands of workers. It is a source of Major air and water pollution, and is suspected of causing health problems in infants.</li><li>• A large protected wilderness park is taken off the protection list because it has been learned the area is rich in gold deposits. There are now plans to extensively mine the area for gold.</li><li>• Whale hunters hunt whales to near extinction to sell the meat and by-products to towns and villages that rely on the meat for food and oil.</li><li>• Nuclear testing is carried out on a distant Pacific island, destroying all life and making the island uninhabitable to any life for many years.</li></ul>

## Taking Action

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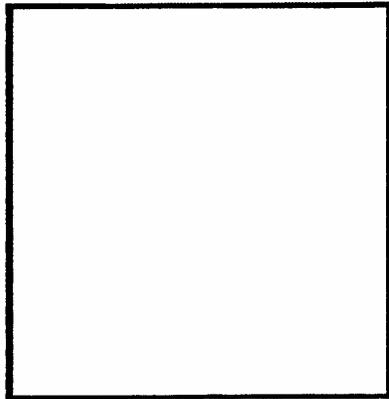
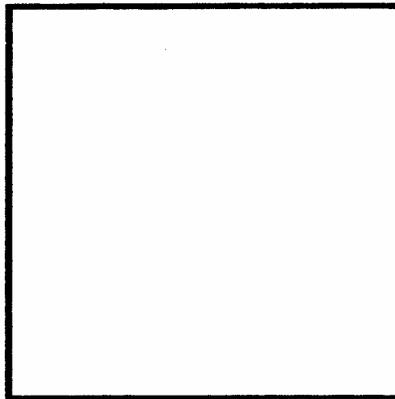
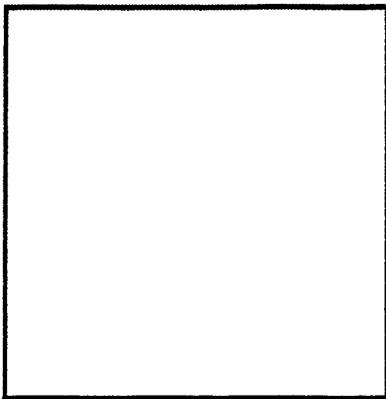
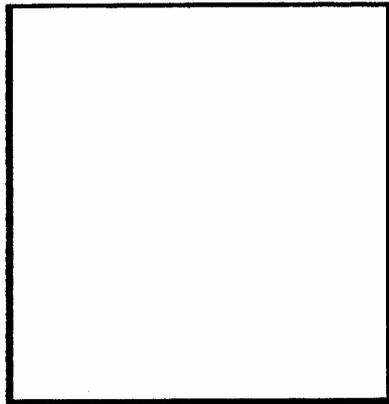
<b>Summary</b>	Students examine opportunities for social action in their community and undertake projects to encourage environmental improvements
<b>Students will be able to...</b>	<ul style="list-style-type: none"><li>. understand appropriate ways of taking social action</li><li>. realize the need to take more responsibility for environmental protection</li><li>. realize the need to be involved in rights protections</li><li>. demonstrate to their communities that they can act in constructive ways</li></ul>
<b>Preparation</b>	For clean up: disposable gloves, garbage bags, and garden tools are required. For painting: paints, brushes and permission from municipal officials For posters: bristol board, colored markers, scraps of fabric, twigs, bark, glue etc.
<b>Method</b>	<p><u>Clean-Up:</u> Prior to this activity, have students identify local sites in need of cleaning up -- for example, parks, the schoolyard, beaches, parking lots. Ensure there are enough gloves for each student. If weather allows, take a picnic lunch and model appropriate behavior by using the litter bins.</p> <p><u>Painting:</u> Once permission has been obtained, the students can paint area garbage cans in ways that promote their use, e.g., “Feed Me” signs with a large mouth. It may be possible also for students to paint murals on fences surrounding construction sites or on boards of abandoned buildings. The “protect our environment” theme can be used in these paintings. Relevant articles of the Convention can be included in the paintings. This activity is best when permission is obtained well beforehand and students have the opportunity to design their art before going out to work on it.</p> <p><u>Posters:</u> Posters to illustrate one of the rights in this section can be made and displayed in the school and in public venues such as shopping malls.</p> <p><u>Letters:</u> The students can write letters or briefs to politicians in which they use the relevant articles of the Convention to support their call for better environmental protection and or improved health protection.</p>

## Conflict Cartoon

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<b>Summary</b>	Students discuss how rights of workers and environmental protection can clash.
<b>Students will be able to....</b>	. realize protection of the environment is not a simple task . role play opposing perspectives
<b>Preparation</b>	Prepare two copies of the rights in conflict cartoon for each group of 4 students
<b>Method</b>	<p>Have the students work in groups of four. Give each group two copies of the cartoon. They are to complete one cartoon from the perspective of the children, and the second from the perspective of the company president. Upon completion, general discussion can be held to examine the following questions.</p> <ul style="list-style-type: none"><li>• When rights are in conflict, how do you decide which rights get priority?</li><li>• Can each of the parties in this situation use articles from the Convention to support their views?</li><li>• What do you think would be the best resolution of this problem? Is your solution realistic?</li></ul>

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## Case Study #1

During the summer, smog is often a problem in Toronto. On a number of occasions, children with asthma are not allowed to play outside during recess and lunch hour because of smog.

## **Case Study #2**

In Mexico City the air pollution is so bad that citizens who need to be outside for extended periods of time wear surgical masks to protect themselves.

## **Case Study #3**

In North Bay, Ontario, before children go swimming in Lake Nipissing, they read the newspaper to check the water pollution rating. On days when the water levels in the lake are low, the beaches are closed due to an unacceptable level of sewage concentration. The beaches are re-opened when the concentration of sewage is deemed acceptable.

## **Case Study #4**

In Sydney, Nova Scotia, children living near the steel plant are not allowed to play in their backyards because of possible soil contamination.

## **Case Study #5**

In Sydney Mines and Glace Bay, Nova Scotia, the ceilings of old mine shafts collapse, creating sink holes which have destroyed homes and ruined roads. In one instance, a child playing in his own backyard fell into one of these holes.

### **Discussion Questions:**

- For the above case studies, discuss how these environmental conditions are interfering with the rights of children. How are these conditions harmful to health?
- For each case study, discuss who and what is responsible for creating these problems.
- Which of the above environmental problems were side effects of something that was done for a good reason? For example, the sink holes are a side effect of mining operations which created jobs, and produced coal which was sold to better the economy of the area.
- Who decides if the positive consequences outweigh the negative consequences?
- For each of the above case studies, how could the positive things be obtained without creating all the bad consequences?
- What can you as adolescents do to help resolve these existing environmental problems?
- What can we all do to ensure that more of these problems do not occur?

## **Justice and Youth in Conflict with the Law**

### **Article 3**

Your best interests should be considered first and foremost in all decisions which concern you. Governments have the responsibility to make sure that institutional standards are respected so that you are always adequately cared for and protected.

### **Article 9**

You have the right to live with your parents and not to be separated from them unless this goes against your best interests. In any hearings or proceedings concerning a separation, you have the right to make your views known. You also have the right to keep in contact with both of your parents.

### **Article 12**

You have the right to express your opinions freely and to have your opinions considered in anything that affects you, even in judicial or administrative proceedings. More weight should be given to these opinions as your capacities evolve and you prepare for adulthood.

### **Article 37**

You have the right to be treated with humanity and respect, and to be protected from all forms of torture, capital punishment, and life imprisonment.

### **Article 40**

If accused, you have the right to be treated with dignity, to be informed promptly of the charges, to receive legal assistance, and to be presumed innocent until proven guilty in a prompt and fair trial.

## Justice and Youth in Conflict with the Law

### Learning Outcomes:

#### Students will be able to...

- . see that they have a right to protection from torture and capital punishment.
- . demonstrate an awareness of the responsibilities that accompany their rights.
- . develop a greater understanding of the history of youth in conflict with the law and how family violence is often associated with delinquency.
- . realize that they have a right to express their opinion in matters that affect them.
- . gain awareness that they have a right to remain in contact with both parents after a parental separation unless it is not in their best interests
- . learn what it is like to be involved in a trial, a city council debate, and a community justice forum.

# Justice and Youth in Conflict with the Law - Lesson Overview

## ACTIVITIES SUMMARY

## LEARNING OUTCOMES Students will be able to...

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### Youth in Conflict with the Law Quiz

Students discuss the facts about youth in conflict with the law and their rights.

- . increase their knowledge of youth in conflict with the law and their rights.
- . discuss the law as it applies to youth in conflict with the law.
- . learn about the Youth Criminal Justice Act (YCJA)

---

### Mock Trial

Students simulate a court situation involving a youth.

- . make use of their rights to express their opinions freely
- . see that they have a right to be treated fairly and with dignity
- . get a better understanding of what the court system is like

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### Council Debate

Students role play a city council debate on a matter affecting them.

- . appreciate the need to act responsibly
- . see the need to listen to others' points of view
- . gain more understanding on the application of their rights

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### Community Justice Forum

Students simulate a community justice forum, which is a type of restorative justice.

- . learn about extrajudicial measures
- . realize that crime affects the youth, the victim, family, and the whole community
- . see that youth have a voice in these types of proceedings and that crime does not always need to be resolved in the courts

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### Guest Speaker

Arrange for a guest speaker from A community program or agency in your area to come in and speak to the class. Examples include youth detention facility guards, police officers, judges, lawyers, youth court workers, restorative justice workers, and social workers.

- . learn from information and stories provided by the guest speaker.
- . realize what being in trouble with the law really involves.

## Youth in Conflict with the Law Quiz

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<b>Summary</b>	Students discuss the facts about youth in conflict with the law and their rights
<b>Students will be able to...</b>	. increase their knowledge of youth and their rights. . discuss the law as it applies to youth in conflict with the law.
<b>Preparation</b>	No prior preparation required.
<b>Method</b>	<p>In April 2003, the Youth Criminal Justice Act (YCJA) replaced the existing Young Offenders Act. The YCJA was created to establish a renewed justice system that fosters accountability and responsibility and makes it clear that criminal behavior will lead to meaningful consequences. Young people in conflict with the law are encouraged to acknowledge and repair the harm caused to the victim and the community. The YCJA makes clear distinctions between violent and non-violent offences to ensure that youth receive consequences that reflect the seriousness of the crime. With these changes there will be a reduced use of custody and a greater emphasis on rehabilitation and reintegration back into the community. Although these are positive steps towards children's rights, the YCJA poses problems as well. For example, there is a lowering of age for serious offences, youth can now be tried as adults within the youth court system, and records are more accessible to victims and authorities. These changes are due to the public outcry against violent crimes committed by young offenders.</p>

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See how much the students know about youth in conflict with the law by asking the following questions:

### Quiz Questions:

**Q:** What ages of youth are covered by the Youth Criminal Justice Act (YCJA)?

**A:** The YCJA applies to youth between the ages of 12 and 17. At the age of 18 they are considered to be adults and the YCJA no longer applies to them.

**Q:** Why doesn't the YCJA apply to people under the age of 12?

**A:** Generally speaking, youth under the age of 12 are too young to fully understand the results of their behavior so it would be unfair to use the full weight of the law against them. Children younger than 12 are dealt with by Child Protection Services and may be placed in a group home or foster care if their parents fail to address the criminal behavior as a problem, or if home life is a cause of the behavior.

**Q:** True or False. A youth in conflict with the law has only the choice of going to trial or pleading guilty when in trouble with the law?

**A:** False. The young offender has the choice of extrajudicial measures. Extrajudicial Measures are community based services which, while recognizing the child is responsible for his/her actions, do not send the child to jail. These measures encourage the young person to acknowledge and repair the harm caused to the victim and the community, while allowing the youth to speak about what happened and have a say in

the process. Examples of extrajudicial measures would be circle sentencing, healing circles, community justice forums, family group conferences, and programs such as anger management, social skills training, and wilderness camps.

**Q:** For which youth in conflict with the law are extrajudicial measures programs used?

**A:** With the YCJA comes a greater use of extrajudicial measures and less use of custody. However, extrajudicial measures are most often used for first time offenders and for non-serious crimes such as underage drinking, drug offenses, shoplifting, theft, and vandalism. The youth must first accept responsibility for the act to be able to take part in extrajudicial measures.

**Q:** True or False. Once in extrajudicial measures, there is no possibility of going to court for the offense.

**A:** False. Before you enter into the extrajudicial measures you have to sign a contract of conditions or terms of agreement. These conditions could include things such as: apologies to the victim(s), performance of services for the victim(s), community service hours, pay for damages, donate to a charity, take counseling, visit a jail, etc. If these conditions are not met, the youth will be charged with the offense and sentenced accordingly. If this is the case, the court is likely to judge you harshly.

**Q:** Can a youth in conflict with the law be given closed custody (like a youth jail)?

**A:** Yes. This will happen if it is deemed you need to be removed from society for a length of time to protect the community. Custody is used when the youth is found guilty of a serious violent offence. You can be sent to custody for up to two years for less serious offenses. The penalties for serious offenses are much longer (up to 10 years for murder). However, with the YCJA all available alternatives to custody that are reasonable in the circumstances must be considered.

**Q:** What happens to youth who are detained in closed custody?

**A:** They go to school, learn a trade, receive training in life-skills, health care, or anger management, and get counseling. The YCJA requires that 1/3 of a youth's sentence be served in the community, under close supervision, to help the youth make the transition back into society with less chance of reoffending.

**Q:** Can teens be held in custody with adults?

**A:** Yes. Although the YCJA reflects the UN Convention on the Rights of the Child in stating that young offenders should be kept separate from adults when in custody, this is not always the case. Canada has made a provision which states children will be held with adults if separate quarters are not available, if it is unsafe for the youth's own safety or the safety of others, and if the youth facility is too far away from the youth's home and family. If a youth is 18 at the time of sentencing he/she will be held with adults, and any youth that is still in a youth facility when he/she turns 18 may be transferred to adult facility.

**Q:** Can youth in conflict with the law be tried as adults?

**A:** Yes. However, the YCJA eliminates transfers to adult court, and all proceedings take place in a youth court. The age for adult sentences is 14

years of age and older, unless otherwise set by the province at 15 or 16. Murder, attempted murder, manslaughter, and aggravated sexual assault get adult sentences.

**Q:** Will you get a record if you are convicted of an offense as a youth?

**A:** You will in fact get four records: a youth court record, a police record, a government record, and a RCMP record. You should also be aware that you may get one or more of these records even if you are not convicted of an offense. This means you can get a record simply because you were charged. These records are all temporary, lasting for a span of years ranging from one year to five years after you were charged or completed your sentence. The length depends on a number of factors.

**Q:** Can people access youth criminal records and can the youth's name be published?

**A:** Police, RCMP, government departments, agencies that administer extrajudicial measures, and school authorities can access records. All youth's names can be published who are convicted of a crime that received an adult sentence. The names of 14-17 year olds convicted of murder, manslaughter, aggravated sexual assault, and repeat violent offenses can be published. Publication is also allowed if the youth is at large and is considered to be dangerous.

#### **Discussion Questions:**

- Why do you think the Convention says children should be kept separate from adult offenders?
- How are extrajudicial measures consistent with the UN Convention on the Rights of the Child? Find specific articles from the Convention which support your answer.
- Do you think the YCJA is consistent or inconsistent with the UN Convention on the Rights of the Child? Provide reasons for your responses.
- Research some extrajudicial measures programs which are available in your community and/or create your own extrajudicial measures programs in groups and explain to your class what your program involves, who it is for, and how it will help the youth.

## Mock Trial

<b>Summary</b>	Students simulate a court situation involving youth.
<b>Students will be able to...</b>	<ul style="list-style-type: none"><li>. make use of their rights to express their opinions freely.</li><li>. see that they have a right to be treated fairly and with dignity.</li><li>. get a better understanding of what the court system is like.</li></ul>
<b>Preparation</b>	Photocopy the following case study for the students.
<b>Method</b>	<p>Have the class simulate a youth court situation by role playing the following case, paying attention to the procedures and rights of the offender.</p> <p>Allow the students to choose a judge, lawyers, child care worker, witnesses, etc., whomever they need to do the role play. They may feel more comfortable if given a chance to prepare their case in advance. Perhaps this could be a homework assignment once the characters are chosen.</p> <p><b>Note:</b> This is a very beneficial learning experience, but will take a bit of time - perhaps 60 to 70 minutes. It is possible, however, that this activity could be organized such that it is carried out during several classes.</p> <p><b>Case:</b></p> <p>Brian was with a group of friends at a party one night. One of his friends mentions that her next door neighbor is away for a week and that the house is empty. His friends decide to break into the house and steal from the owners. They ask Brian to go with them.</p> <p>Shortly after breaking into the house Brian and his two friends were quite startled when they heard a stern voice behind them telling them not to move and that the police had been called. One of Brian's friends wheeled around and fired a shot at the owner of the house, who had returned early from his trip. Brian was stunned both to see his friend with a gun, and to see the man falling to the floor. The three of them fled while the man lay bleeding on his living room carpet. Within three days the police had apprehended the three and Brian found himself in custody.</p>

## Council Debate

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<b>Summary</b>	Students role play a city council debate
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<b>Students will be able to...</b>	<ul style="list-style-type: none"><li>. apply a wide variety of their rights to a particular situation</li><li>. appreciate the need to be responsible in the community</li><li>. realize the need to listen to others, and to appreciate their differing perspectives</li></ul>
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<b>Preparation</b>	Copy "Background" on board for students Please note that a wide variety of rights are of relevance to this situation -- it may be helpful to direct students' attention to the Rights Chart.
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<b>Method</b>	<p>Give students the background information and then assign roles for the debate. Give students time to organize their arguments.</p> <p><b>Background:</b> In response to citizens' complaints of youth vandalism, some city councilors are calling for a youth curfew by-law. The by-law would make it illegal for youth to be out after a certain time (e.g., 12 year-olds, 9 p.m., 14 year-olds 10 p.m., 16 year-olds 11p.m.), with fines imposed. Today there is a meeting at city council at which all sides of the issue will be heard, debated, and a vote taken.</p> <p><b>Roles:</b> The mayor and deputy mayor who presides over the debate A group of councilors who argue in favor of the curfew by-law. A group of councilors who argue against the curfew by-law. A group of citizens whose homes have been vandalized by youth. A group of teen consultants who are advocates for children's rights. A group of teens who have been charged previously with juvenile offenses. The chief of police and a few officers.</p> <p>The issue is debated and a vote taken by the mayor. Discuss with the class, the outcome of the vote and potential ways of letting the public know that most teens are helpful, nice people, thus reducing negative stereotypes about adolescents. Remind the students that their right to be treated with dignity can be threatened by irresponsible behaviour.</p>
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## Community Justice Forum

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<b>Summary</b>	Students simulate a community justice forum, which is a type of restorative justice.
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<b>Students will be able to...</b>	<ul style="list-style-type: none"><li>• gain a better understanding of extrajudicial measures.</li><li>• understand that crime affects the youth, the victim, family members, and the community.</li><li>• learn that in restorative justice sessions, such as community forums, youth have a voice and participate fully.</li><li>• realize that sometimes crime does not need to be resolved in court.</li></ul>
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<b>Preparation:</b>	<p>Photocopy the community justice forum <b>case study</b> for the whole class. Photocopy the six community justice <b>role cards</b>. Give 6 students the role cards to prepare for the forum overnight as homework. The remainder of the class will act as the community members where the crime took place. Photocopy one copy of the “<b>agreement form</b>” to be used in the community justice session. This form will be given to whoever assumes the role of facilitator.</p> <p><u>Note:</u> the role cards provide ideas of what could be said, they do not have to be followed exactly, and students may wish to add a few ideas or statements of their own.</p>
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<b>Method</b>	<p>The class will simulate a community justice forum by role playing a shoplifting case. Since most individuals are unfamiliar with the restorative justice process these simple steps will help the forum run smoothly:</p> <p><b>STEPS:</b></p> <ol style="list-style-type: none"><li>1. Set up 6 chairs in a circle formation. The order of seating doesn't matter, except the victim and the youth must be placed across from each other.</li><li>2. The “facilitator” starts the forum by welcoming everyone, reading the case, and introducing the group members. The facilitator also acts as the mediator if arguing starts among group members.</li><li>3. The next part of the community forum is known as “<b>storysharing</b>.” The facilitator moves around the circle (starting with the youth) asking each group member what happened, how they felt at the time, how they feel now. Then he/she asks the rest of the class (acting as community members) how they feel about the crime.</li><li>4. After every member has offered their feelings, the facilitator explains that the group will now</li></ol>
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complete the “**agreement building**” stage. Once again the facilitator asks everyone in the circle, starting with the youth, what they think should be done to make up for the crime. The facilitator helps the group come up with a consensus on the agreement terms. Remember to involve the other students in the class, and ask them for ideas to resolve the issue.

5. The closing of the community form consists of agreement signing (use the agreement sheet that was photocopied). The decisions of the group, on what should be done, is read aloud and all parties then sign the sheet. The facilitator asks if there are any final thoughts, concerns, or comments.
6. The facilitator closes with best wishes.

**Note:** As the teacher you may wish to assume the role of facilitator. This may make the activity run smoother.

**Alternative:** There may be a justice agency in your community who is used to dealing with community forums and restorative justice. You may wish to arrange for members of an agency to come into the class and act out a restorative justice circle, answer questions, and share information with the class.

## **Community Justice Case Study**

Christina, age 15, was with a group of her friends at the local mall. Everyone was buying nice clothes for a dance that night, but Christina had no money. She looked around “Funky Clothes Mart” to see if any of the clerks were looking. After this, she ripped the tags off of a sweater and shoved the sweater in her bag. As Christina and her friends left the store security alarms went off. Christina panicked and ran, only to be caught by the mall security guard. Christina was brought to the mall security office, where the guard filled out forms until the police arrived. Officer Hardy responded to the call. He charged Christina with shoplifting, but felt a community justice forum would be an appropriate way to deal with this case.

## **Role Cards**

## **Christina: Youth**

### **Ideas of what to say for Part 1: Storysharing**

#### **Why did you steal the sweater?**

- You stole the shirt because you wanted to fit in with your friends who would all be wearing nice clothes to the dance.
- Your dad never gives you any money
- You are embarrassed about your clothes
- You think the owner of the store is rich and one shirt didn't really matter.

#### **How do you feel?**

- You do feel bad because you let down your dad.
- You are embarrassed around your friends because they knew you had to steal.
- You are mad at yourself for not thinking about the consequences.

### **Ideas for Part 2: Agreement Building**

#### **What do you think would make up for the crime?**

- You want to pay back the store for the value of the shirt.
- You want to make it up to your dad
- You want to apologize to the store owner.

## **Role Cards**

**Mr. P: Christina's Dad**

Ideas of what to say for Part 1: **Storysharing**

**How do you feel?**

- You are disappointed in Christina, she is a good student, and was never in trouble before.
- You feel like it's your fault since you are a single dad and never have much money to give to Christina for clothes.
- You lost a lot of trust in Christina and she will have to earn it back.
- You taught her right from wrong, and you know she realizes what she did was wrong.
- Since the incident Christina has been very helpful around the house and has a better attitude.

Ideas for Part 2: **Agreement Building**

**What do you think would make up for the crime?**

- You would like to see Christina do work that will allow her to pay back the store.
- You want Christina to continue doing chores around the house.
- You are going to keep her grounded for another month.
- You want Christina to gain more self-confidence and wonder if any confidence building programs are available.

**Role Cards**

**Miss Buchanan: Victim**

Ideas of what to say for Part 1: **Storysharing**

**How do you feel?**

- You are not a rich storeowner like Christina believes. Yes, your store does well, but you have to pay the staff, order in clothes, and advertise. Now with theft increasing in the mall, you had to hire your own security guard and order in special cameras that are very expensive.
- You recently had to increase your prices to make up for your loss. Now, you are losing business.
- You are mad that people feel that they can just take things from your store.
- You had to work hard to get what you want, and you think others should have to as well.
- You don't trust young shoppers anymore.

Ideas for Part 2: **Agreement Building**

**What do you think would make up for the crime?**

- You want Christina to complete community service with hard labor like painting, lawnmowing, and shoveling.
- You want to see her pay a fine.
- You want her to set up a booth in the mall to educate people about the consequences of shoplifting.

**Role Cards**

**John White: Community representative**

Ideas of what to say for Part 1: **Storysharing**

**How do you feel?**

- You have known Christina for years and you know that she is a bright girl.
- You feel that she acted on impulse and feel that if she had known the consequences she wouldn't have taken the shirt.
- It makes you mad that teenagers are becoming more violent. Sometimes you don't feel safe in your neighborhood.
- You are upset because prices are going up at the mall because of shoplifting losses.
- Your wife recently lost her job at a department store because they needed to hire more security.

**Ideas for Part 2: Agreement building****What do you think would make up for the crime?**

- You agree with Miss Buchanan that Christina should set up a booth with posters at the mall to educate people about shoplifting.
- You run a food bank in the city and you will pay Christina enough money to pay back Miss Buchanan if she will come work for you for a few weeks.
- You think that Christina should thank the police department for allowing youth to take part in community justice forums instead of going to court.

**Role Cards****Officer Hardy: Police Officer that responded to the crime**

Ideas of what to say for Part 1: **Storysharing**

### **How do you feel?**

- When you responded to the call Christina was very frightened, especially when you had to phone her Dad and tell him to come pick her up.
- Christina immediately admitted she was guilty and that what she did was wrong.
- Since Christina was easy to cooperate with you thought that she would be a good candidate for a community justice forum. You didn't think that court would teach her as much as a community forum would.
- You like restorative justice because it allows everyone involved in the crime to talk about what happened. If the case went to court Christina wouldn't have been able to explain herself, just plead guilty. She would have a criminal record that would prevent her from traveling, getting work, and even getting into university.

### **Ideas for part 2: Agreement Building**

- You want Christina to write a formal apology to the store and all of the workers.
- You want Christina to complete community service hours at a thrift clothing store so that she can see how some people really have to dress because they have no choice.

## **Role Cards**

**Facilitator: from a local justice agency**

**Your role:**

1. Read the case study aloud
2. Introduce the group members
3. Explain why everyone is meeting today: “We are here today so that Christina can explain what happened and can take responsibility for what she did. We are also here so that Miss Buchanan, the victim, can explain how she was affected by the crime. Our goal is to come to an agreement on what can be done to make up for this crime.”
4. You start the **storysharing phase** by asking Christina (the youth) to explain what happened that day, why she did it, and how she feels. Move around the circle asking all of the group members to share their feelings and how they were affected.
5. After everyone has shared their stories, lead the group into the **agreement phase**. State: “Now that we have heard from everyone in how they were affected, it is now time to come up with ways that Christina can help to make amends. Start by asking Christina what she thinks should be done. Move around the circle by asking each group member to explain what they feel should be done to make things right.
6. After everyone has shared, the group must decide on 5 things that can be done that will keep all members of the group happy. Once decisions are reached, you must record the 5 terms of agreement on the **agreement sheet** and pass it around the circle getting all group members to sign.
7. Ask if anyone has any final comments, and close by wishing everyone the best.

**Agreement Sheet:**

**Name of Youth:** Christina P.

**Case Number:** 00890

**Referral Source:** Officer Hardy

**File number:** 02-350-890

**Offence:** Shoplifting, theft under \$5,000

**Guardian/Parent:** Mr. P.

**Date of justice forum:** \_\_\_\_\_ **Time:** \_\_\_\_\_

**Terms of agreement:**

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_

I understand that failure to complete these terms will result in my case being directed back to the police or crown attorney

\_\_\_\_\_  
(Signature of youth involved in crime)

Signatures of all members involved in community justice forum:

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_
- 6. \_\_\_\_\_

**Scenario #1**

Your friend's parents go away for the weekend and leave their car at home. None of you has a license, but your friends plan to take the car and go for a ride anyway. They ask you to go with them.

**Discussion Questions:**

- What could you do or say in this situation?
- What could happen if you went with them?
- What do you think would happen if you got caught?
- How do you think you'd feel if this really happened?

**Scenario #2**

Julie has decided to throw a party to celebrate the end of the school year while her parents are on an early vacation. During the party some drugs are found. The drugs are not Julie's, but it is her parents' house. Julie is very surprised when the police arrive and charge her. Without explaining the charges against her, the police are physically rough with Julie, and search her parents' house without a warrant.

**Discussion Questions:**

- What rights are being violated in this situation?
- Are the only rights being violated those of the young person in this situation? If not, who else is having their rights violated?
- In a situation such as this one, where the law is obviously being broken, do the police have the responsibility to respect a person's rights and explain why the person is being arrested?
- Are the police justified in using physical force in all situations? If not, when is it appropriate?
- Reinvent this scenario so that the rights in this situation are respected and a more positive outcome is obtained.

**Case Study #1**

Mark no longer lives at home. His parents threw him out of their house when he was 15 years old. Unable to find work, Mark resorted to shoplifting CDs and selling them in order to get enough money for food. It has been two years now, and Mark has become very good at stealing CDs. However, on this particular day, Mark made

a mistake in his routine and was arrested and charged with shoplifting. It is Mark's first offense. To make matters worse, Mark was put into a holding cell with five other adult offenders who roughed him up physically. Although the officer on duty was aware that this was taking place, he did nothing to stop the men.

**Discussion Questions:**

- What rights of Mark's are being violated? Why?
- Did Mark violate anyone's rights when he was stealing?
- Should the police have any responsibility for Mark being beaten up?
- What choices does Mark have, now that he has been arrested and charged?

## **Case Study #2**

Ron is a 12 year-old boy whose parents are getting separated. Both argue before a family court judge for custody of Ron. In order to protect Ron from the conflict, both parents don't want Ron to come to court. But Ron wants to be involved.

**Discussion Questions:**

- What rights does Ron have in this case?
- What factors should the judge take into account into deciding this case?
- Should Ron's views be taken into account, if so to what extent?

## **Case Study #3**

A new teenage rock band called "White Power" has formed. Their message is racist and full of hate; their music is described as "hate-rock". On stage, they wear only blue jeans, and their chests are tattooed with Nazi symbols and similar racist messages. One night they get violent, the lead guitarist, Thor, jumps off the stage and attacks a non-white teen in the audience. Thor is arrested.

**Discussion Questions:**

- How should the police deal with Thor to protect his rights?
- If Thor has no previous record, should he be allowed the Extrajudicial Measures program? If so, what kind would you recommend?
- Should the whole band have been arrested?
- Looking through the Convention, which children's rights are being violated by allowing this band to perform?
- If the band is not allowed to perform, are their rights being violated?

## **Abuse And Exploitation**

### **Article 12**

You have the right to express your opinions freely and to have your opinions considered in anything that affects you, even in judicial or administrative proceedings. More weight should be given to these opinions as your capacities evolve and you prepare for adulthood.

**Article 19**

You have the right to be protected from maltreatment and exploitation of any kind, for example, physical punishment, neglect or verbal abuse.

**Article 23**

You have the right to special care and assistance if you have disabilities of any kind. You have the right to have a life of dignity and to have every opportunity to succeed on your own and to feel that you belong.

**Article 32**

You have the right to be protected from work which threatens your health, education or development.

**Article 34**

You have the right to be protected from sexual exploitation and abuse.

**Article 35**

You have the right to protection against being sold, traded or abducted.

**Article 36**

You have the right to protection against all forms of exploitation.

**Article 37**

You have the right to be treated with humanity and respect, and to be protected from all forms of torture, capital punishment, and life imprisonment.

## **Abuse and Exploitation**

### **Learning Outcomes:**

- Students will be able to...**
- . enhance their understanding of what child abuse is.
  - . discuss the different forms of child abuse.
  - . discuss their rights with respect to abuse.

**“When angry, count 10 before you speak; if very angry, 100.” - Thomas Jefferson**

## Abuse and Exploitation - Lesson Overview

### ACTIVITIES SUMMARY

### LEARNING OUTCOMES Students will be able to...

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#### On Abuse

Students learn about child abuse and discuss the different forms of abuse and what can be done about them.

- . enhance their understanding of what child abuse is.
- . discuss different forms of child abuse.

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#### Feeling Good

Students brainstorm things people can do to feel good about themselves and then put their ideas into poster form.

- . discuss ways to help others feel good about themselves
- . implement their ideas to make themselves and others feel better about who they are

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#### Positive People

Students work in groups and write five positive or good things about the other group members.

- . find something good in everyone
- . feel good about themselves

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#### Self-Esteem

Students discuss what self-esteem means and describe characteristics of people with high and low self-esteem and how each would behave in different situations.

- . see how an individual's level of self-esteem can have an effect on how they behave and on how they relate to and respect others.
- . appreciate the uniqueness of individuals.
- . see how self-esteem and abuse can be connected.

## On Abuse

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**Summary** Students learn they have a right to be protected from all forms of abuse and then discuss the different forms of abuse and what can be done about them.

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**Students will be able to...**

- . enhance their understanding of what child abuse is, and their right not to be abused.
- . discuss different forms of child abuse.

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**Preparation** No prior preparation required.

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**Method** Review with the students the meanings of abuse. Child abuse can refer to physical abuse, emotional abuse, sexual abuse, and neglect. Physical abuse includes any non-accidental injury to a child caused by an action or the omission of an action, such as a safety precaution, by the child's parent/caregiver or another person having control over the child. Emotional abuse occurs when a parent/caregiver continually treats the child in a negative way such that the child's sense of self worth is harmed. Sexual abuse includes any inappropriate touching for sexual purposes. Neglect occurs when a parent/caregiver fails to provide the child with basic needs such as adequate food, sleep, safety, supervision, clothing or medical treatment.

Suspected abuse and neglect must be reported to authorities: failure to do so is illegal.

Work in groups of three or four and discuss the following questions. Then join the rest of the class to share your ideas.

### Discussion Questions:

- What are some examples of each form of abuse
- What are some examples of neglect
- For each example given, identify which rights are being violated
- How might the rights of children in these areas be better protected?

### Alternate Activity:

Students can write and act out a play in which a mother has physically abused her daughter. In a court case which follows, the mother claims it was her right to do what she wants with her daughter. She was just disciplining. The daughter with her social worker uses the Convention to try to convince the judge that her rights were violated. The play can include the roles of police officer, court officials, defense lawyer, crown prosecutor, judge and jury and so forth.

## Feeling Good

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<b>Summary</b>	Students think about things people can do to feel good about themselves and put their ideas into poster form.
<b>Students will be able to...</b>	<ul style="list-style-type: none"><li>. share ideas about how to feel good about yourself.</li><li>. work toward helping others feel good about themselves.</li><li>. see how child abuse can harm one's self-confidence and sense of self-worth.</li></ul>
<b>Preparation</b>	Have Bristol board and markers ready for students to use.
<b>Method</b>	Ask students to divide into groups of four or so. Allow about five minutes for students to think about ways young people can increase their self-confidence and sense of self-worth. Next, using these ideas, students can create posters showing the different things they can do to feel good about themselves. Posters could be displayed in the hall where other students can learn from them. Every child has the right to feel and to know that he or she is a worthwhile and important person. Suggest that students try to use some of these ways to feel good about themselves everyday.

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## Self-Esteem

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<b>Summary</b>	Students discuss the meaning of self-esteem and describe characteristics of people with high and low self-esteem and how each would behave in different situations.
<b>Students will be able to...</b>	<ul style="list-style-type: none"><li>. see how individuals' levels of self-esteem can have an effect on how they behave and on how they relate to and respect others.</li><li>. appreciate the uniqueness of individuals.</li><li>. see how self-esteem and abuse can be connected.</li></ul>
<b>Preparation</b>	Write the dictionary meaning of "self-esteem" on a piece of paper and photocopy for the students. Have markers and large sheets of paper ready for the students.
<b>Method</b>	<p>Ask students to define the term "self-esteem." Then pass out the dictionary meaning. Divide the class into two groups, providing each with a piece of paper and a marker, pen, etc. Instruct one group to describe characteristics of individuals with high self-esteem. The other group will describe the characteristics of someone with low self-esteem. Have the two groups compare their characteristics, and then think about how the two groups of people would behave in different situations. For example, if in a disagreement with someone about something, people with high self-esteem might express their disagreement in an appropriate manner, whereas someone with low self-esteem might say nothing. On the other hand, someone with low self-esteem might overreact and disrespect the other person's right to his/her own opinion.</p> <p>Remind the students that someone with high self-esteem is less susceptible to being abused or exploited because they feel they are worthwhile and have more confidence to see that their rights are upheld.</p> <p><b>Alternative Activity:</b></p> <p>Place the names of each student on separate pieces of paper, place in a hat and have each student draw a name. The students must then write one or two good things about that person. When all are complete, each person gets his or hers and adds one thing they like about themselves. This activity needs careful monitoring in classes where students may not take</p> <p>the activity seriously; in such cases, the teacher might be the person to note a good thing about each student.</p>

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## Scenario #1

Tony and Priscilla have been dating for six months now. In the beginning, things were wonderful. Tony was very kind and gentle and they went almost everywhere Priscilla wanted to go. Things slowly began to change, however, and Tony began to get increasingly impatient with her. He'd snap at her and say she was an idiot. He'd tell her she wasn't thin enough or that she should dress a certain way or wear her hair in a particular style.

## Scenario #2

One night when Allison's uncle was taking care of her, because her parents were out, her uncle began to tickle her. This was not unusual and Allison loved it. However, this night was different; his tickling turned into fondling. He began touching Allison in places she'd never been touched before. She was terrified and just froze up. She began crying and saying "No, stop, please don't do that" but her uncle wouldn't stop. He just shushed her and told her it was okay and that it would be their little secret.

## Scenario #3

Brian's father was laid off from the tire plant last month. His mother is working a few nights a week cleaning an office building to make a few dollars, but cannot work much more than that as she has chronic fatigue syndrome. She and Brian's father have been quarreling a lot lately and are very stressed out. Last week Brian's mother slapped him in the face when he accidentally spilled his pop on the living room carpet. Then, last night, when Brian came home seven minutes late from his youth group meeting, his mother was waiting for him just inside the door and grabbed him by the throat, shaking him furiously. She yelled and screamed at Brian for disobeying her, and kicked him all the way upstairs to his room.

## Scenario #4

Jane hates going to school. It is not that she dislikes the work in school, but she hates recess and lunch time. For the past month Jane has been giving Mary her homework to avoid being threatened. When Jane decided she had had enough of Mary's threats, she refused to hand her work over. Instead of threatening Jane, Mary now waits for Jane and beats her up, without saying a word. Jane doesn't like being beaten up, but doesn't like the idea of handing over her hard work either. Lately, Jane doesn't even attend school. She goes to a local cafe and hangs-out all day.

### Discussion Questions:

- What rights are being violated in the above scenarios?
- Do you think the victims were to blame in any case?
- What forms of abuse were being committed?
- Have you ever been bullied? How did you solve the problem? How would you solve the problem in the future?

## Case Study #1

Fourteen-year-old Martin told his guidance counselor that he was locked in his bedroom every day from the time he got home after school until school time the next day. Several years earlier he had been placed in a foster home after complaints from a neighbour that Martin had been locked in the basement of the family home. Six months later he was returned to his family without his agreement. As soon as the monitoring stopped, he was locked in his bedroom.

When police went to investigate this time, they found only a thin foam mat on the hardwood floor of Martin's bedroom, along with a blanket, a chest of drawers, and a pail that was used as a latrine. Once again Martin has had to be taken from his home and placed in a temporary foster home.

### Discussion Questions:

- Which of Martin's rights are being violated here?
- Why do you think his parents would do such a thing?
- Why do you think Martin would wait so long to tell someone what was happening?
- Do you think Martin should have been returned to his family after he was first removed from them?
- Do you think the Children's Aid Society was right in removing Martin from his family this time? Should he be returned there?

## Case Study # 2

Cameron is a thirteen year-old student. He has average grades, likes sports, and enjoys music. He is the same as all of the other students in his school, except that he is in a wheelchair. At times, Cameron needs help from teachers setting up his desk or opening doors. Some of the other kids resent this, calling him names and making fun of him. Sometimes Cameron gets so upset that he cannot eat, do his homework, or sleep at night.

### Discussion Questions:

- What rights are being violated in this situation?
- What should Cameron and others do to stop these people from being mean to Cameron?
- What should be done to prevent cases of verbal abuse, such as this one?

## Case Study #3

In Vancouver in 1998, Honduran children were being used to sell drugs on the streets. When police officers approached a group of people dealing drugs, including a 10-year old child, the child quickly swallowed several rocks of crack cocaine (crystalline pieces of varying sizes) and the adults scattered. The child was taken to a hospital, allowing the adults to escape. The child's mother, who allegedly was involved with illegal drugs, had recently left the child with some adults before going to San Francisco. The child could not speak English and police had to find a Spanish translator. The boy eventually spat up 18 rocks of cocaine, and 10 more rocks were pumped from his stomach. Police believe the use of Honduran children is part of a drug ring that has recently been set up after several Honduran drug

dealers were chased out of San Francisco and then Portland, Oregon. The children, who are mostly between 10 and 13 and too young to be charged with drug dealing, are used to carry the illegal crack cocaine, while other people sell the drugs. Their living conditions are very poor. As many as 20 people live in one- and two-bedroom apartments that are crawling with vermin. The drug ring has arranged for children and young adults to be smuggled into Mexico, the United States and then Canada.

**Discussion Questions:**

- List the rights in this situation which are being violated, and from which category these rights belong.
- Should a parent be allowed to “give” his/her child to another individual?
- Who is, or should be responsible for children that are abandoned by their parents?
- How can children who are smuggled into Canada illegally be helped?

## **Rights and Sexuality**

### **Article 13**

You have the right to express yourselves and to receive or send information through any media including print, art or word of mouth. You have the responsibility to express yourselves in the way that respects the rights and reputations of other people.

### **Article 14**

You have the right to make up your own mind, to follow your conscience and to choose your religion freely, with the guidance of your parent(s) or caregiver(s).

### **Article 15**

You have the right to meet with others and to join or start your own associations. You have the responsibility to exercise this right in a way that respects the rights of and safety of others.

### **Article 16**

You have the right to freedom from invasions of your privacy, your family's privacy, or your correspondence with others.

### **Article 17**

Governments have the responsibility to make sure that information and material is available to you from many sources, both national and international, especially when it is aimed at promoting your well-being and health.

### **Article 28**

You have the right to education, governments have the responsibility to provide education that is compulsory and free of charge, that you all have access to equal and higher education and that discipline used in your schools does not go against your human dignity.

### **Article 29**

You have the right to develop your own personality, talents and abilities at school and at home. You also have the right to be prepared for life in a free society by learning about respect for others' rights, for your parent(s) or caregiver(s), for your culture, natural environment, language and values, and for those of others.

### **Article 34**

You have the right to be protected from sexual exploitation and abuse.

## **Rights and Sexuality**

### **Learning Outcomes:**

#### **Students will be able to...**

- . discuss their views on sexuality and broaden their understanding of it.
  
- . indicate knowledge of their rights with regards to sexual abuse.
  
- . demonstrate awareness of their right to individual responsibility regarding physical intimacy.

## Rights and Sexuality - Lesson Overview

### ACTIVITIES SUMMARY

### LEARNING OUTCOMES Students will be able to...

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#### Sex Ed

Students design and conduct a survey about what subjects should be taught in sex ed and discuss why teens say “yes” or “no” to sex.

- . think about their needs with regard to sex education
- . discuss why teens decide to have or not have sex
- . consider the influence of peer pressure on sex, and everyone’s right to say “no” to sex

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#### Partners and Dating Rituals

Students discuss dating rituals, old and new, and look at possible changes in the amount of respect people show their partners.

- . learn about past dating practices from their parents/caregivers
- . discuss how dating rituals have changed
- . compare dating rituals to see if the responsibilities or respect of rights has changed over the years

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#### Date Rape Myths

Students learn more about the subject of date rape and discuss some date rape myths, along with their facts.

- . discuss various myths regarding date rape
- . discover the facts of date rape
- . see the damage created by disrespecting others’ rights

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#### Sex in Songs

Students discuss various ‘love’ songs of a sexual nature and their meanings, and then share their own attitudes toward love and sex.

- . ponder the meaning in songs
- . consider the attitudes toward love and sex in various songs
- . discuss their own attitudes toward love and sex

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#### The Condom Debate

Students continue the debate over free condoms and discuss ‘responsible’ sex and the importance of respecting your partner’s rights and wishes.

- . talk about ‘responsible’ sex and respecting your partner’s right to say ‘no’
- . think about the importance of using condoms
- . debate the free condom issue

## Sex Education

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<b>Summary</b>	Students design and conduct a survey about what subjects should be taught in sex ed and discuss why teens say “yes” or “no” to sex.
<b>Students will be able to...</b>	<ul style="list-style-type: none"><li>. think about their needs and rights with regard to sex education.</li><li>. discuss why teens decide to have or not have sex.</li><li>. consider the influence of peer pressure on sex, and everyone’s right to say “no” to sex.</li></ul>
<b>Preparation</b>	No prior preparation required.
<b>Method</b>	<p>Have students design and conduct a survey among their classmates, friends and parents about what should be taught in sex education, and where they think they can find good sources of information about sex and sexuality. Compile and tabulate the information, and hold a discussion about how parents’ and students’ opinions compare with each other and to what is taught in school.</p> <p>Following this, discuss the following questions with the students:</p> <p><b>Discussion Questions:</b></p> <ul style="list-style-type: none"><li>• Are teens generally getting the information they have a right to under the Convention?</li><li>• Where are good sources of information about sex?</li><li>• Why do teens decide to have sex?</li><li>• Why do teens decide not to have sex?</li><li>• What are good reasons to say “yes” to sex?</li><li>• What are good reasons to say “no” to sex?</li></ul>

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## Partners and Dating Rituals

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<b>Summary</b>	Students discuss dating rituals, old and new, and look at possible changes in the amount of respect people show their partners.
<b>Students will be able to...</b>	<ul style="list-style-type: none"><li>. learn about past dating practices from their parents/caregivers.</li><li>. discuss how dating rituals have changed.</li><li>. compare dating rituals to see if the responsibilities or respect for rights has changed over the years.</li></ul>
<b>Preparation</b>	Ask the students to interview their parents/caregivers about two issues: 1) what qualities they looked for in a partner when they were young, and which ones they find most desirable now, and 2) their dating practices when they were the student's age.
<b>Method</b>	<p>Once the students have gathered the information from their parents/caregivers, they should make a list of all the qualities they look for and think are most important in a partner. Now compare the parent and student lists. Do you see any differences? How do the lists differ between young males and females today and between males and females of your parents' age?</p> <p>Now compare the students' current dating practices with those of their older family members. Can you see any major changes in dating rituals? Were dating partners any more/less respectful of their dating partners years ago?</p> <p><b>Alternate Activity:</b> Students could also do a little research about the dating practices or rituals of other countries for comparison among similar age groups. If they had pen pals in other countries this would be a great source of information! For example, in South Korea, one dating practice is for a group of guys and girls who don't know each other to meet at a specific spot. All the guys put a personal item, such as a pen or comb, in the middle of the group without the girls watching. Then the girls each get to pick one item and whomever that item belongs to is her date for the evening! Then they pair up and all go somewhere together as a group. This is an interesting way to meet and get to know other people, without the awkwardness of going on a first date alone with someone!</p>

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## Date Rape Myths

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<b>Summary</b>	Students learn more about the subject of date rape and discuss some date rape myths along with their facts.
<b>Students will be able to...</b>	<ul style="list-style-type: none"><li>. discuss various myths regarding date rape.</li><li>. discover the facts of date rape.</li><li>. see the damage created by date rape and disrespecting others' rights.</li></ul>
<b>Preparation</b>	No prior preparation required.
<b>Method</b>	<p>Have the students take turns reading the following date rape myths and their realities. Discuss each myth and the possible harm it may inflict by violating a person's rights. Make the students aware that rape can happen to males as well.</p> <p><b>Myth:</b> It's not bad if he/she knows him/her. <b>Reality:</b> It is no less traumatic, threatening or dangerous if he/she knows the person. It may cause longer and deeper emotional and psychological effects due to betrayal of trust and manipulation.</p> <p><b>Myth:</b> If he/she didn't resist, it wasn't rape. <b>Reality:</b> He/She may not physically resist for a number of reasons – the person catches him/her by surprise, he/she fears injury or death, he/she is a friend and he/she doesn't want to hurt him or her.</p> <p><b>Myth:</b> When he/she says "no" he/she means "yes" or "maybe". <b>Reality:</b> He/She means "<b>no</b>". This myth underlies the social attitude that perpetuates an atmosphere that allows and even encourages date rape. Stress the importance of saying "yes" when you mean "yes" and "no" when you mean "no". Playing games only hurts everyone involved. It's also important to stress that it's all right for males to say "no" too. Dispel the myth that males should always be ready for sex and should have sex whenever the situation presents itself.</p> <p><b>Myth:</b> If he/she paid for dinner and a show, he/she owes the person something in return. <b>Reality:</b> Rigid sex role stereotyping which still exists in dating situations puts unnecessary stress and rules for behavior on both males and females. There is no excuse for forced sex, and sex should <b>never</b> be seen as something that is "<b>owed</b>" to someone else.</p> <p><b>Myth:</b> It's not rape if he/she is too drunk to give consent. <b>Reality:</b> Sexual contact with someone too drunk to be capable of giving permission is a crime. The legal definition of rape deals with <b>consent</b>.</p>

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## Sex in Songs

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**Summary** Students discuss various ‘love’ songs of a sexual nature and their meanings, and then share their own attitudes toward love and sex.

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**Students will be able to...**

- . ponder the meaning in songs.
- . consider the attitudes toward love and sex in various songs.
- . discuss their own attitudes toward love and sex.

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**Preparation** Ask students to bring in songs they feel are representative of love, or which have a message they would like to discuss, or use the songs below to initiate a conversation about the students’ attitudes toward love and sex.

If you do ask the students to bring in their own songs, you should have a cassette/CD player available to listen to them on.

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**Method** Here are some songs you may wish to use to discuss:

***Every Breath You Take*** by The Police  
(basically a song about stalking)

Every breath you take  
Every move you make  
Every bond you break  
Every step you take  
I’ll be watching you.

Every single day  
Every word you say  
Every game you play  
Every night you stay  
I’ll be watching you.

Oh can’t you see  
You belong to me?

How my poor heart aches with every step you take.

Every move you make  
Every vow you break  
Every smile you fake  
Every claim you stake  
I’ll be watching you.

Since you’ve gone I’ve been lost without a trace.  
I dream at night, I can only see your face.  
I look around but it’s you I can’t replace.  
I keep crying baby, baby please.....

Every move you make  
Every vow you break  
Every smile you fake  
Every claim you stake  
I’ll be watching you. (2X)

**Discussion Questions:**

- This is a good song to lead into a discussion about rights. Ask the students which rights ‘Sting’ is ignoring in this song.
- Talk about the feelings of both Sting and his girlfriend. What is he feeling and how does she feel with him still hanging around?
- Discuss with the students the idea of having respect for each other even after the relationship ends. Perhaps the students could draw from personal experience. Why do you think it is more likely that guys would stalk girls after the relationship is over than vice versa?

*Paradise by the Dashboard Light* by Meatloaf  
(about raging hormones and sexuality)

BOY:

I remember every little thing  
As if it happened only yesterday  
Parking by the lake  
And there was not another car in sight  
And I never had a girl  
Looking any better than you did  
And all the kids at school  
They were wishing they were me that night

And now our bodies are oh so close and tight  
It never felt so good, it never felt so right  
And we're glowing like the metal on the edge of  
a knife  
Glowing like the metal on the edge of a knife  
C'mon, hold on tight  
C'mon, hold on tight  
Though it's cold and lonely in the deep dark  
night  
I can see paradise by the dashboard light

GIRL:

Ain't no doubt about it we were doubly blessed  
'Cause we were barely seventeen  
And we were barely dressed

BOTH:

Ain't no doubt about it  
Baby got to go out and shout it  
Ain't no doubt about it  
We were doubly blessed

BOY:

'Cause we were barely seventeen  
And we were barely dressed

Baby don'cha hear my heart  
You got it drowning out the radio  
I've been waiting so long  
For you to come along and have some fun  
And I gotta know  
No you're never gonna regret it  
So open up your eyes, I got a big surprise  
It'll feel all right  
Well I wanna make your motor run

And now our bodies are oh so close and tight  
It never felt so good, it never felt so right  
And we're glowing like the metal on the edge of  
a knife  
Glowing like the metal on the edge of a knife  
C'mon, Hold on tight

C'mon, Hold on tight

BOTH:

Though it's cold and lonely in the deep dark night  
I can see paradise by the dashboard light  
Paradise by the dashboard light

You got to do what you can  
And let Mother Nature do the rest  
Ain't no doubt about it  
We were doubly blessed  
'Cause we were barely seventeen  
And we were barely

We're gonna go all the way tonight  
We're gonna go all the way  
And tonight's the night

RADIO BROADCAST:

OK, here we go, we got a real pressure cooker going here  
Two down, nobody on, no score, bottom of the ninth  
There's the wind-up, and there it is  
A line shot up the middle, look at him go  
This boy can really fly  
He's rounding first and really turning it on now  
He's not letting up at all, he's gonna try for second  
The ball is bobbled out in the center  
And here's the throw and what a throw  
He's gonna slide in head first  
Here he comes, he's out  
No, wait, safe, safe at second base  
This kid really makes things happen out there  
Batter steps up to the plate  
Here's the pitch, he's going  
And what a jump he's got  
He's trying for third  
Here's the throw  
It's in the dirt, safe at third  
Holy cow, stolen base  
He's taking a pretty big lead out there  
Almost daring them to pick him off  
The pitcher glances over, winds-up and it's bunted  
Bunted down the third base line  
The suicide squeeze is on  
Here he comes, squeeze play, it's gonna be close  
Here's the throw, here's the play at the plate  
Holy cow, I think he's gonna make it

GIRL:

Stop right there  
I gotta know right now  
Before we go any further

Do you love me  
Will you love me forever  
Do you need me  
Will you never leave me  
Will you make me so happy  
For the rest of my life  
Will you take me away  
And will you make me your wife (2X)

I gotta know right now  
Before we go any further  
Do you love me  
Will you love me forever

BOY:  
Let me sleep on it  
Baby, baby let me sleep on it  
Let me sleep on it  
And I'll give you an answer in the morning (3X)

GIRL:  
I gotta know right now  
Do you love me Will you love me forever  
Do you need me  
Will you never leave me  
Will you make me so happy  
For the rest of my life  
Will you take me away  
And will you make me your wife  
I gotta know right now  
Before we go any further  
Do you love me  
And will you love me forever

BOY:  
Let me sleep on it  
Baby, baby let me sleep on it  
Let me sleep on it

And I'll give you an answer in the morning  
Let me sleep on it

GIRL:  
Will you love me forever

BOY:  
Let me sleep on it

GIRL:  
Will you love me forever

BOY:  
I couldn't take it any longer  
Lord I was crazed  
And when the feeling came upon me  
Like a tidal wave  
I started swearing to my god  
And on my mother's grave  
That I would love you to the end of time  
I swore I would love you to the end of time

So now I'm praying for the end of time  
To hurry up and arrive  
'Cause if I gotta spend another minute with you  
I don't think that I can really survive  
I'll never break my promise or forget my vow  
But God only knows what I can do right now  
I'm praying for the end of time  
So I can end my time with you

BOY:  
It was long ago and it was far away  
And it was so much better than it is today.

GIRL:  
It never felt so good, It never felt so right  
And we were glowing like the metal on the edge of a knife.

#### Discussion Questions:

- Do you believe the couple in this song were ready to have sex?
- Were they in love?
- Would it make a difference if they were in love?
- Discuss the communication between the two. Do you think they were both being honest?
- In sexual matters, is being honest or just 'going with the flow' more important?

Hi Barbie  
Hi Ken  
Do you wanna go for a ride?  
Sure Ken  
Jump in...

(Chorus)

I'm a barbie girl, in a barbie world  
Life in plastic, it's fantastic.  
You can brush my hair, undress me everywhere.  
Imagination, that is your creation.

Come on Barbie, let's go party!

(Chorus)

I'm a blond bimbo girl, in a fantasy world,  
Dress me up, make it tight, I'm your darling.  
You are my doll, rock'n'roll, feel the glamouring  
thing,  
Kiss me here, touch me there, hanky panky.

You can touch, you can play, if you say:  
"I'm always yours"  
uu-oohuh...

(Chorus)

Come on Barbie, let's go party! (4X)

Make me walk, make me talk, do whatever you please,  
I can act like a star, I can beg on my knees.  
Come jump in, be my friend, let us do it again,  
hit the town, fool around, let's go party

You can touch, you can play, if you say: "I'm always  
yours"

You can touch, you can play, if you say: "I'm always  
yours"

Come on Barbie, let's go party!  
(4X)

(2X Chorus)

Come on Barbie, let's go party!  
(4X)

Oh, I'm having so much fun!  
Well Barbie, we're just getting started.  
Oh, I love you Ken.

#### **Discussion Questions:**

- How are women represented in this song?
- Do you think such representation could lead to false stereotypes that guys may believe?
- Do you think believing such stereotypes could possibly promote a hostile environment?
- What can you do to change such stereotypes? Do you even want to?

Oh baby, baby  
How was I supposed to know  
That something wasn't right here  
Oh baby, baby  
I shouldn't have let you go  
And now you're out of sight, yeah  
Show me how want it to be  
Tell me baby 'cause I need to know now, oh because

Chorus:  
My loneliness is killing me  
I must confess I still believe  
When I'm not with you I lose my mind  
Give me a sign  
Hit me baby one more time

Oh baby, baby  
The reason I breathe is you  
Boy you got me blinded  
Oh pretty baby  
There's nothing that I wouldn't do  
It's not the way I planned it  
Show me how you want it to be  
Tell me baby 'cause I need to know now, oh because

(Chorus)

Oh baby, baby how was I supposed to know  
Oh pretty baby, I shouldn't have let you go  
I must confess, that my loneliness is killing me now  
Don't you know I still believe  
That you will be here  
And give me a sign  
Hit me baby one more time

**Discussion Questions:**

- Do you feel that this is a healthy relationship? Why or why not?
- Can you see why critics have condemned this song for being about dating violence?
- If this girl came to you for advice on her relationship what would you tell her?
- If you were ever being abused in a relationship what would you do?

*Oops I did it again* by Britney Spears

Yeah yeah yeah yeah yeah  
Yeah yeah yeah yeah yeah

I think I did it again  
I made you believe we're more than just friends  
Oh baby  
It might seem like a crush  
But it doesn't mean that I'm serious  
'Cause to lose all my senses  
That is just so typically me  
Oh baby, baby

CHORUS:  
Oops!...I did it again  
I played with your heart, got lost in the game  
Oh baby, baby  
Oops!...You think I'm in love  
That I'm sent from above  
I'm not that innocent

You see my problem is this  
I'm dreaming away  
Wishing that heroes, they truly exist  
I cry, watching the days  
Can't you see I'm a fool in so many ways  
But to lose all my senses  
That is just so typically me  
Baby, oh

(chorus)

yeah yeah yeah yeah yeah  
yeah yeah yeah yeah yeah

“All aboard”  
“Britney, before you go, there’s something I want you to have”  
“Oh, it’s beautiful, but wait a minute, isn’t this...?”  
“Yes, yes it is”  
“But I thought the old lady dropped it in the ocean in the end”  
“Well baby, I went down and got it for you”  
“Oh you shouldn’t have”

Oops!...I did it again to your heart  
Got lost in this game, oh baby  
Oops!... You think that I’m sent from above  
I’m not that innocent

(Chorus 2x)

### Discussion Questions:

- How is this song different from Britney’s previous song “Baby one more time?”
- Who has control in this song? How does the girl in this song differ from the way that women are usually portrayed in songs?
- Do you feel that the male in this song is being treated unfairly? Show proof of this.
- Do you agree that there has been a gender reversal, since females may now be using males and regarding serious relationships as unimportant?

### Alternate Activity:

Students can compose and perform their own songs using their choice of genre (e.g., folk, rap) and instruments (e.g., guitar, piano).

## The Condom Debate

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<b>Summary</b>	Students continue the debate over free condoms and discuss ‘responsible’ sex and the importance of respecting your partners rights and wishes.
<b>Students will be able to...</b>	<ul style="list-style-type: none"><li>. talk about ‘responsible’ sex and respecting your partner’s right to say ‘no’.</li><li>. think about the importance of using condoms.</li><li>. debate the free condom issue.</li></ul>
<b>Preparation</b>	No prior preparation required.
<b>Method</b>	<p>The question has often arisen about whether or not free condoms should be made available to adolescents in junior high and high school. This activity will allow the students to debate this issue, focusing on rights.</p> <p>Discuss with the students good and bad reasons to have condoms available. What argument could be made for condoms under the Convention ? Discuss the use of condoms in a relationship as a form of respecting someone else’s rights. You could also discuss how and where to get condoms and try to dispel the social taboo over buying condoms...even adults get into a knot over contraceptives!</p> <p>Perhaps you could have the students do a bit of research on:</p> <ul style="list-style-type: none"><li>• What percentage of kids and adults use contraception? What kind do they use?</li><li>• What are the rates of STDs and pregnancies in you area or in your country?</li><li>• What happens to young, single parent mothers and to their children?</li></ul> <p>Have the students research answers to these with a focus on rights and respect.</p>

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## Scenario #1

Tarik and Melanie are 15 years old and have been dating for a couple of months. Tarik really likes Melanie and she has said the same of him. They've fooled around from time to time but lately Melanie has become more aggressive, wanting to go further. She mentioned to Tarik that her parents are going out for the evening and she would like him to come over. Tarik wants to but he is worried Melanie might want to go all the way. The idea excites Tarik but at the same time he feels confused and scared. He doesn't want to hurt Melanie's feelings because he likes her but at the same time he doesn't know if he is ready to have sex with someone.

### Discussion Questions:

- Tarik is excited, confused and scared all at the same time. Is this a normal reaction to the situation Tarik is in?
- Should Tarik go to Melanie's house? If so, how far should he go?
- Why might Tarik say yes to having sex?
- Why might he say no?
- How do you think Tarik will feel if he decides to have sex when he is not ready?
- What would happen if Tarik's friends found out he passed up the opportunity to have sex? (This should lead into a discussion on gender assumptions, and roles concerning sexual behavior. For example, the belief that a guy should always be ready for sex and that a real man would take any opportunity to have sex.)
- What could Tarik do to help his situation? (The key here is to establish communication with Melanie.)

## Scenario #2

Amber is looking at herself in the mirror, particularly her abdominal area. She is wondering when she will show. She wonders how she is going to hide it from her parents and her friends. She has told no one she is pregnant. If her parents found out they would kill her, or at least throw her out of the house. If the kids at school found out, she would be called names like "slut". She knows because when people found out Caitlyn was pregnant she was called those names behind her back. Amber used to call Caitlyn those names. Amber started to cry, she had no idea what to do. She feels like her life is over.

### Discussion Questions:

- If you had a friend in this situation what advice would you give to her?
- Do a bit of research to see if there are any local groups or organizations that could help her, like the Youth Hotline, or Youth Health Services.

## Case Study #1

Fourteen-year-old Melissa is pregnant with twins. Like most teens who get pregnant, Melissa is not fully developed herself, and may have problems with her pregnancy. As well, Melissa must decide whether she will be able to go back to school, if her parents will let her stay living at home, and how she will be able to raise her twins. Melissa knows she will really miss hanging out at the mall with her friends and going to parties, but thinks maybe she can just take the babies with her.

### Discussion Questions:

- What rights of both Melissa and the twins are in danger of violation?
- Keeping in mind that Melissa is still considered a child herself, will her parents violate her rights if they do not allow her to stay home?
- Which of Melissa's rights will be violated if she is unable to continue her education?
- What do you think should be done to help prevent teenage pregnancy and the problems that come with it?

## Case Study #2

Karen is tired of living with her parents and their rules, and wants her own place where she can do what she wants. She thinks her parents are boring and dense, and they never let her stay out as long as she wants. They are always after her to do her homework and tidy up her room. Karen wants to leave home, but doesn't have any money.

After an argument with her parents one night, Karen storms out of the house and runs to her boyfriend's place. He is the only one home. Karen tries to convince her boyfriend to have sex with her because she figures if she can get pregnant she can get money from the government to look after the baby, and then she can get a place on her own, away from her parents.

### Discussion Questions:

- Is Karen making a good decision?
- Is Karen's plan the best course of action?
- Is she looking at all the possibilities and considering their consequences?
- What would be the best thing for Karen to do?
- If Karen was to get pregnant and have a child, what kind of a life do you think that child would have?
- If Karen goes through with her plans, would she be violating any rights of others?

## Case Study #3

Eva is 15 years old and has been dating a 17-year-old Rawinder from the local high school for a couple of months. She really likes hanging out with him, going to high school parties and driving around in his car. The problem is her parents don't want her going out with him because he comes from a different ethnocultural background. Eva tells her parents she has a right to go out with whomever she chooses.

### Discussion Questions:

- Which of Eva's rights are being violated in this scenario?
- Are Rawinder's rights being violated?

## **Child Work and Education**

### **Article 3**

Your best interests should be considered first and foremost in all decisions which concern you. Governments have the responsibility to make sure that institutional standards are respected so that we are always adequately cared for and protected.

### **Article 12**

You have the right to express your opinions freely and to have your opinions considered in anything that affects you, even in judicial or administrative proceedings. More weight should be given to these opinions as your capacities evolve and you prepare for adulthood.

### **Article 13**

You have the right to think and to express yourself and to receive or send information through any medium.

### **Article 17**

Governments have the responsibility to make sure that information and material is available to you from many sources, both national and international, especially when it is aimed at promoting your well being and health.

### **Article 28**

You have the right to a free education in public schools at the State's expense.

### **Article 29**

You have the right to develop your own personality, talents and abilities at school and at home. You also have the right to be prepared for life in a free society by learning about respect for others' rights, or your parent(s) or caregiver(s), for your culture, natural environment, language and values, and for those of others.

### **Article 31**

You have the right to rest, to play, and to participate in leisure activities.

### **Article 32**

You have the right to be protected from work which threatens your health, education or development.

## **Child Work and Education**

### **Learning Outcomes:**

#### **Students will be able to...**

- . see the importance of staying in school
- . show that they understand economic exploitation
- . develop a greater respect for and awareness of dangers in the workplace

## Child Work and Education - Lesson Overview

### ACTIVITIES SUMMARY

### LEARNING OUTCOMES Students will be able to...

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#### Child Labour Cards

Students learn about different perspectives on rights issues as they relate to child labour, and consider ways to resolve rights conflicts.

- . see how different people may have different perspectives on rights issues
- . discuss various ways to resolve rights conflicts

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#### Cartooning

Students work together to draw cartoon strips about the pros of staying in school.

- . discuss reasons for staying in school
- . consider the positive effects of getting a good education

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#### The “Anti” Diploma

Students consider what the future of a drop-out might be like, create diplomas for drop-outs, and research careers they are interested in.

- . discuss the possibilities for the future of a drop-out
- . show a greater appreciation for the importance of staying in school
- . see the connection between getting a good education and having a good future

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#### Dropping Out on Life

Students consider why someone would drop out of school, and take a brief look at the life of a man who did.

- . demonstrate a greater awareness of the benefits of staying in school
- . see the destruction of a person’s life that can result from not staying in school

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#### Conflict Cartoon

Students think about the need to balance their rights with respect for their parents.

- . discuss how to negotiate compromises with parents
  - . realize that their right to leisure does not mean they can refuse to help at home with chores.

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#### Work Rights and Safety

Students learn about work related safety and their rights and responsibilities regarding employment.

- . demonstrate an understanding of their rights and responsibilities regarding employment
- . see that safety in the workplace is of utmost importance and is a right

## Child Labour Cards

<b>Summary</b>	Students learn about different perspectives on rights issues as they relate to child labour, and consider ways to resolve rights conflicts.
<b>Students will be able to...</b>	. see how different people may have different perspectives on rights issues. . discuss various ways to resolve rights conflicts.
<b>Preparation</b>	Prepare enough photocopies of the following Child Labour Cards so that each student has one card.
<b>Method</b>	<p>Have the students form into groups of four and give a different role card (A, B, C, or D) to each member of the group. Instruct them to read these over in silence without showing the others in the group. Next, have those with cards A and B form a pair and those with C and D form another pair. Each member gets three to five minutes to present their position on the working children issue to the other member.</p> <p>Then have the pairs reverse roles, giving A three to five minutes to present B's perspective and B to present A's position, still within the pair. (Likewise for C and D.)</p> <p>At the end of this exchange, give the pairs several minutes to try to come to a compromise position on the issue, and then have the original group of four come back together. A and B explain their compromise position to C and D: then C and D do the same. The group of four should then attempt to come up with one compromise position. Have a spokesperson for each group of four present their position to the class and then discuss the following questions.</p> <p><b>Discussion Questions:</b></p> <ul style="list-style-type: none"><li>• Was your group able to reach a compromise? Was it easy or difficult to do so?</li><li>• Are compromises which meet the needs of all parties always possible?</li><li>• Chris said that he liked working better than going to school. However, he did not mention anything about missing his friends. Because Chris's right to play and leisure is not being respected, do you think he is growing up too fast? Why is it that only the social worker recognizes this?</li><li>• Because Chris has a right to stay in school, his parents have a responsibility to keep him in school. One parent is upholding this responsibility. The other is not. Why do you think this parent does not respect Chris's right to an education? Is it because they are not highly educated themselves? How could you get this person to understand the importance of Chris's right to an education?</li></ul>

## Child Labour Cards

### Role A: Parent No. 1

Last year, my child Chris, who is now 15 years old, started working for a moving company for a couple of hours after school each day. This year, Chris left school and began working full time for the company. Having Chris work full time has made a big difference to our family. There are very few jobs available in our town. I have never been to school or had any special training, so the wages I can earn are always low. We have had trouble earning enough to feed our four children, even with both parents working whenever they can. Now with Chris bringing home some money every week, we can buy a little more food, new clothes, or medicine when one of the children gets sick. Chris is as strong as any adult, and is perfectly able to work a full day. Besides, I feel that children should help contribute to the support of their families, as they have always done in our society. I am proud of Chris for being so responsible, and I hope that all of my children grow up to be just as hard-working and reliable.

### Role B: Social Worker

I am very concerned about Chris, who at the age of 14 started working part time for a moving company. Chris has dropped out of school and, at the age of 15, is now working full time. The work is back-breaking. Chris always seems tired and is suffering from pain in one shoulder; I would like Chris to see a doctor who can tell what long-term effect this job might have on Chris's health. I really feel that this child should be in school with other children of the same age. Chris has no free time to rest, join a youth group or take part in the kinds of activities that are available in our town for young people. These types of activities are important if children are to grow up to be healthy and know how to get along with others. No child of Chris's age should be spending all of their time with adults. Many of the workers smoke cigarettes, drink alcohol, and some may even be using drugs – Chris is too young to be exposed constantly to these types of things without them having a negative effect on him.

## Child Labour Cards

### Role C: Child

I am Chris. I started school when I was 6. When I was 14, I started to work hauling furniture for a moving company from the time school let out until dusk. I did it because my parents needed more money to buy food for our family. Now I'm 15, and I have left school. I work full time moving furniture. I like working better than going to school. I was bored with school. I never knew why we had to learn the things they taught us. I couldn't see how learning those things would help me get a job. I wanted to get a job and work in the real world, not sit in school all day. I like the people I work with, even though they are older than me. I learn a lot by talking to them. I start work at six in the morning; take a break for lunch and work until dusk. The more hours I work, the more I earn. I always take my pay home to my parents. Each day after work I go home, eat dinner, then go straight to bed, so that I can be ready for the next day.

### Role D: Parent No. 2

Last year my child, Chris, who is now 15 years old, started hauling furniture for a moving company for a couple of hours after school each day. This year, Chris left school and began working full time moving furniture. I don't want Chris to work full time. It would be better for all of us if Chris got an education. Everyone knows that children who finish school can get better jobs and earn more money. If Chris would finish school and get a good job, we would all be better off from the extra money. Chris got very good grades in the first few years of school, although they went down last year. But the teachers always said that Chris could be a top student, and maybe even go to university. I had hoped that Chris would set an example for our younger children by working hard and staying in school. I don't want my younger children to follow Chris's example by dropping out of school to work moving furniture or some other job. I love my children; I want Chris, and all of them, to have a good future.

## Cartooning

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<b>Summary</b>	Students work together to draw cartoon strips about the benefits of staying in school.
<b>Students will be able to...</b>	<ul style="list-style-type: none"><li>. discuss reasons for staying in school.</li><li>. consider the positive effects of getting a good education.</li></ul>
<b>Preparation</b>	No prior preparation required.
<b>Method</b>	<p>First have students discuss reasons for staying in school. Then have them divide into groups of four or so. Ask them to draw cartoon strips about the benefits of staying in school.</p> <p>Once students are finished with their cartoon strips, have a discussion about what they believe to be the best reasons for staying in school.</p> <p>In Cape Breton, Nova Scotia, there is program in the grade nine classes called “The Economics of Staying in School”. It consists of talks and activities presented by local business people on the economics of staying in school. If your area does not already have such a program, you might want to initiate one.</p>

## The “Anti” Diploma

<b>Summary</b>	Students consider what the future of a drop-out might be like, create diplomas for drop-outs, and research careers they are interested in.
<b>Students will be able to...</b>	<ul style="list-style-type: none"><li>. discuss the possibilities for the future of a drop-out.</li><li>. see the important connection between education and future opportunities.</li></ul>
<b>Preparation</b>	No prior preparation required.
<b>Method</b>	<p>Begin by reading the following quotes to the students:</p> <p>“Many kids don’t like school, but if you don’t stay in school, you could end up living in a TV box and begging for money, food and cigarettes in a major metropolis.” - Colin S., gr. 7</p> <p>“Have you ever heard someone say that they were glad they dropped out of school?” - Breanna L., Grade 7</p> <p>- Do you think these two grade seven students make a good point?</p> <p>As a class, discuss and list some of the things that could happen to teens who decide to drop out of school, with a focus on how it will affect their future. Once this is done, discuss the list and select a few that are most probable. Then divide into groups and create an anti-diploma, that is, design a diploma for people who drop out of school. The design and content is up to the individual groups but it should contain several of the items listed at the beginning of the exercise.</p> <p>Explore reasons why someone might drop out of school. For each of the stated reasons think of how the drop-out could have been prevented.</p> <p>Once someone turns 16, the law states that they have the right to drop out of school if they wish (the age may vary by province). Despite this, there is a great deal of effort and money spent on programs designed to get potential drop-outs to stay in school, or to get drop-outs back in school.</p> <ul style="list-style-type: none"><li>• Why do you think there is so much emphasis placed on staying in school even though the law says you can drop out if you like at age 16?</li><li>• Explain how one person staying in school could benefit the rest of society.</li></ul> <p>As a homework assignment, ask the students to research various careers they would like to have which match their interests and abilities. (Set a limit, one to three careers per student). Focus research on what someone with that profession does, what education they need and how they got their job. The type of research could include personal interview, library or search.</p>

Internet

## Dropping Out on Life

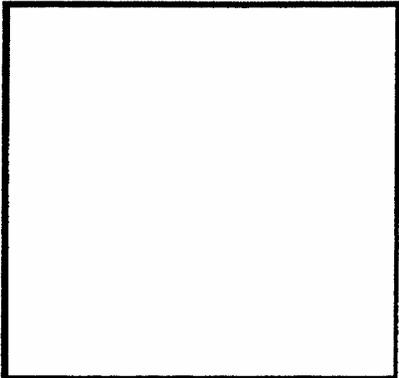
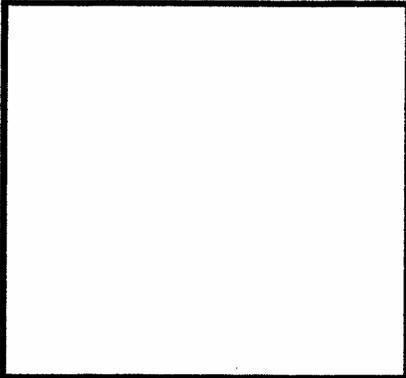
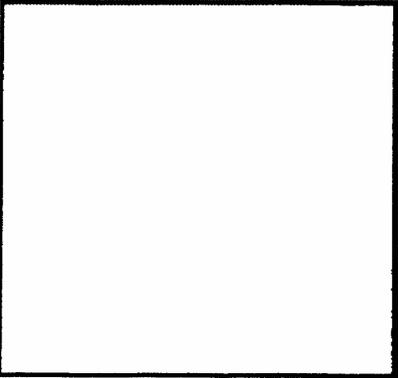
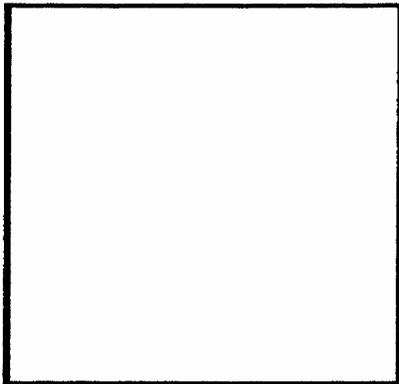
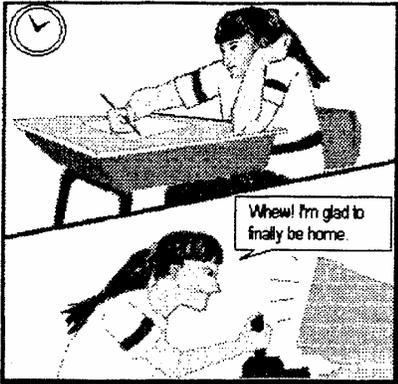
<b>Summary</b>	Students consider why someone would drop out of school. They then take a brief look at the life of a man who did.
<b>Students will be able to...</b>	<ul style="list-style-type: none"><li>. demonstrate a greater awareness of the benefits of staying in school.</li><li>. see the destruction of a person's life that can result from not staying in school.</li></ul>
<b>Preparation</b>	No prior preparation required.
<b>Method</b>	<p>Begin by reading the following quote by Ronald Sanford to the students.</p> <p>“A lot of kids, they don't see where school is going to take them. But if they graduate there is always a chance they can go to college or get a scholarship, if they don't drop out. When you drop out it is almost like you are dropping out on life.” - Ronald Sanford</p> <p>Now ask, by a show of hands, who thinks Ronald Sanford is a school drop-out, and who thinks he is not a school drop-out. Then inform the students that Ronald Sanford is a drop-out, who left school at the age of 15 years.</p> <p><b>Discussion Questions:</b></p> <ul style="list-style-type: none"><li>• Why do you think he dropped out of school?</li><li>• What do you think his home life may have been like?</li><li>• How well do you think he did in school?</li><li>• What do you think happened to him once he dropped out of school?</li><li>• What do you think he is doing now? (Tell the class he is now 25 years old.)</li></ul> <p>Discuss the students' answers to the questions and ask them to give reasons for their answers. Then have a student read the following story of Ronald Sanford.</p> <p>Ronald Sanford dropped out of school at the age of 15. He said he just wanted to get out of school. He lived with his mother and older sister. His mother was an alcoholic. Ronald said when his mother wasn't working she was either asleep or incoherent. His older sister raised him. At school, Ronald was in a program for gifted children, and did well. But he didn't like being there. After he dropped out he did a couple of robberies with a friend of his and spent some time in the juvenile justice system. Later, during a break and enter a man and a woman were killed. Ronald was sentenced to 170 years. He is not eligible for parole until the year 2073.</p> <p><b>Alternate Activity:</b></p> <p>The students can write a story to show how Ronald's life might have been different if his rights had not been violated as a child. Stories can be read aloud and discussion held about how the provision of rights in childhood may prevent poor outcomes later.</p>

## Conflict Cartoon

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<b>Summary</b>	Students discuss how the right to leisure is not absolute.
<b>Students will be able to...</b>	<ul style="list-style-type: none"><li>. discuss ways of resolving rights conflicts</li><li>. be aware of their responsibility to respect parents/caregivers</li></ul>
<b>Preparation</b>	Prepare a copy of the cartoon for each group of four students
<b>Method</b>	<p>Remind the students that while they have a right to leisure, they also have a responsibility to be guided by their parents and should respect their parents.</p> <p>Have the students form into groups of four, giving each group a copy of the rights in conflict cartoon. Have them take a few minutes to study the situation depicted by the cartoon, and to consider the following questions.</p> <ul style="list-style-type: none"><li>• What are some ways in which this conflict may be resolved?</li><li>• Which solutions are preferable?</li><li>• What do you think would be most likely to occur?</li></ul> <p>The group should then work together to complete the cartoon in the way that shows the best possible solution, which is also realistic and can be achieved. Completed cartoons can be posted around the room, allowing time for everyone to view all the cartoons.</p> <p>Discuss whether the mother was violating her daughter's rights? Are there any circumstances under which the daughter should refuse to help her mother?</p>

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## Work Rights and Safety

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<b>Summary</b>	Students learn about work-related safety and their rights and responsibilities regarding employment.
<b>Students will be able to...</b>	<ul style="list-style-type: none"><li>. demonstrate an understanding of their rights and responsibilities regarding employment.</li><li>. see that safety in the workplace is of utmost importance and is a right.</li></ul>
<b>Preparation</b>	Copy, or have students copy their workplace rights and responsibilities as below and display them in a prominent place.
<b>Method</b>	<p>Many children do not know that they have rights and responsibilities when it comes to employment. Begin by informing the students of the following rights and responsibilities of the workplace.</p> <p>When it comes to work related safety, you have these basic rights:</p> <ol style="list-style-type: none"><li>1. <i>The right to know.</i> If there are unsafe materials used in your workplace, you have the right to know about them. The same goes for dangerous machinery or anything else that may make you ill or hurt you on the job. Don't be afraid to ask questions, even when you're just being interviewed for the job.</li><li>2. <i>The right to participate.</i> You have the right to participate in health and safety inspections and recommendations in your workplace, either through your worker health and safety representative or your joint health and safety committee. You also have the right to participate in health and safety training.</li><li>3. <i>The right to refuse.</i> If you think the work you do or the equipment you use is not safe, you can stop working or using that equipment. No one can suspend you, fine you or dock your pay because you have the right to refuse unsafe work. It's the law.</li></ol> <p>You have to play your part too if you want to work safely.</p> <p>Your responsibilities:</p> <p><i>Work smart, work safe.</i> Always think safety first. Don't fool around on the job. For one thing, it's against the law, and you could injure yourself or another worker.</p> <p><i>Report unsafe conditions.</i> If you see anything that looks wrong, tell your boss immediately. Don't wait until somebody trips over a loose cord, slips on some grease or gets hit by a box that comes loose.</p> <p><i>Dress for the job.</i> If your job requires you to use protective equipment or clothing, then wear it! Make sure it's the proper fit and get trained in using and maintaining it. Maybe it's not comfortable or cool looking, but it could save your life or your health.</p> <p><i>Get to know emergency procedures.</i> Find out where the fire alarms, extinguishers and exits are located. Make sure that they're accessible and not blocked. Ask your employer if there are any other emergency procedures that apply to your particular workplace.</p>

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*Report all injuries.* If you are injured, get immediate First Aid and then report the injury to your supervisor or boss.

Injuries at work can be the result of ignorance as to the proper methods of handling machinery, or the proper safety precautions. Many people work in unsafe conditions because they do not know that they have a right not to, and fear being fired. Take a look at these two true experiences:

“I was caught in the cables that hold the ship to shore when the turbine winch turned on and, as a result, I had my right leg amputated. I was never told about the right to refuse unsafe work. I always thought that if I refused to work that I would be fired.” - Rick Germain, St. Catharines

“I was cleaning out a drum in one of the paint mixers and I had one hand inside the drum. I went to grab a pole and missed and hit the button that started the machine. It picked me up, spun me around 15 or 20 times, and as soon as it stopped I went one way and my arm went the other.”  
- David Bakharia, Scarborough

Ask the students what they think would be the top five causes of injury and the five most common injuries to young workers. Once you have agreed upon lists, compare with the lists below.

Top Five Causes of Injury to Young Workers:

1. Slips and falls
2. Over-exertion
3. Struck by or against an object
4. Bodily reaction (toxic effects from chemicals)
5. Burns

Five Most Common Injuries to Young Workers:

1. Sprains and strains (including back injuries)
2. Soft tissue injuries
3. Bone fractures
4. Inflammation of the joints
5. Burns or scalds

**Fact:** Approximately 80% of teenagers have had a job by the time they graduate from high school. While work has many benefits, it also has risks. Nearly 200,000 teens are injured on the job every year.

**Activity:**

Almost any job can have its related dangers if proper training is not given. In class, make a list of part-time jobs students often have. For each job, think of potential dangers in the workplace. Then discuss how proper training could help prevent these accidents from occurring.

For example:

Job: Gas Station Attendant

Possible Hazards: Gas spills, oil and grease on garage floor could cause slips and falls, heavy tools dropping on foot.

Proper training: Proper handling of gas pumps, no smoking on premises, proper cleaning of garage, steel toed boots as work clothing requirement.

Students might want to undertake art projects to illustrate the above.

Take a poll of students in the class to find out who has a job and what that job is. Ask those working students to identify any possible dangers at work. Ask all the students to identify other jobs students their age might have, and the potential dangers of those jobs.

Discuss how the occupational health and safety rights and responsibilities described above tie in with the Convention.

**Please Note:** The above information was taken from the Young Worker Awareness Program. The Website address is: [http://www.yworker.com/English/ywa\\_eng.htm](http://www.yworker.com/English/ywa_eng.htm)

**Discussion Questions:**

- Find out how many students think having a part-time job is important. Ask these students why a job is important. Ask the other students why they feel a job is unimportant.
- Discuss the pros and cons of having a part-time job while in school.
- How can a student successfully handle going to school full-time and working part-time?

Note to the teacher: Try to guide the discussion toward the issue of time management, the importance of not over-working, and the importance of keeping school studies a priority.

## Scenario #1

Rocky is 16 years old. He used to enjoy school and do well in his courses, but the past couple of years have been different. He has lost interest in school and his grades have gone down. He wants to quit school and go to work full-time for a nearby construction company. He can make pretty good money there, so he could buy all the things he wants. Besides, it would help out his family.

### Discussion Questions:

- What would be the best thing for Rocky to do?
- If Rocky leaves and works for the company what do you think his future might be like?
- How do you think Rocky's parents would feel about his leaving school?
- What would he do if he quit school and then got fired from the construction company?
- Does Rocky have a right to leave school?
- Is there any way things could be changed in schools such that teens like Rocky would want to stay (trades programs offered, etc.)?

## Scenario #2

Trina has a summer job working for a lawn care company. On her first day of work, she is told to take one of the company vans and treat the lawn of the Municipal Courthouse for weeds and cinch bugs. Her boss tells her the van is already loaded with all the chemicals she needs. She'll have to mix the chemicals herself and then spray the lawn.

### Discussion Question:

There are several things Trina should do before she goes out on the assignment given to her. List and describe as many as you can. Compile a class list and discuss.

Note to the teacher: For answer suggestions, refer to the workplace rights and responsibilities.

## Case Study #1

Jake has a summer job working for a private paving company. He and his crew are assigned to pave the parking lot of a new shopping mall. Company safety regulations state all employees must wear heavy coveralls, work gloves, steel toed boots and a hard hat when on the job. Many of them however, come to work in jeans and a T-shirt instead of coveralls, because of the warm summer days. Jake decides to do the same. Jake notices the job site is very disorganized. Tools and equipment are improperly stored when not in use. Later that day, Jake stumbles over a shovel lying in the middle of the work site and burns his arm on the hot asphalt. His crew foreman tells him to splash cold water on the burn and then get back to work. He says he will not report the accident to the boss because Jake was not seriously injured.

### Discussion Questions:

- In the above case study, there are several workplace rights and responsibilities which have been violated. For Jake, the crew, and the foreman, list which rights and responsibilities were violated.
- What could Jake have done to prevent this accident from happening?

## Case Study #2

Sean Kells got a part time job working for the father of a friend in his small warehouse in Brampton, Ontario. His third day there, he is asked to pour liquid from a 45 gallon drum into small containers. The drum isn't bonded, grounded or labeled. It's not in a ventilated area, or isolated from six nearby ignition sources. And Sean isn't told he's working with a hazardous flammable chemical. He should be wearing work boots, not rubber-soled running shoes.

A spark of static electricity ignites fumes collecting on the floor from the filling of only a few small cans. The drum explodes, covering Sean in a wall of flame. He runs out of the warehouse, drops and rolls. Moments later, he is in the emergency vehicle, with third degree burns to 95% of his body. He sees his burned arms and hands and he calmly asks the medic if he will die. The next day, on November 19, 1994, Sean died.

### Discussion Questions:

- Which of Sean's rights were not respected in this case?
- What can you do at your workplace to protect yourself from work related dangers?
- What are some of the benefits of having a safe workplace?

## Appendix A

### Activities to be carried out throughout the year:

#### Activity #1:

Have the students develop a Children's Rights Newsletter to be distributed throughout the school. The newsletter could contain articles which educate other students about issues pertaining to children's rights, the status of children's rights in your province, the benefits of children's rights, crosswords which deal with children's rights, organizations which provide support for children, etc. The main focus of the newsletter should be to enhance the knowledge of all children in the school on the issue of children's rights. How this is achieved, should be up to the students in your class.

#### Activity #2

Have the students set up a children's rights bulletin board either outside their classroom or somewhere in the school that is noticeable to all students. This bulletin board should contain information pertaining to children's rights education such as the articles in the UN Convention on the Rights of the Child, stories or articles from newspapers and magazines pertaining to promotion or neglect of children's rights, as well as ways in which the students of the school can help promote children's rights.

#### Activity #3

Depending on the resources available, have the students develop homepages individually or for the school, which contains information on children's rights. This will allow them to contact other schools which are involved in children's rights, as well as a greater population of people who explore the Internet.

#### Activity #4

Have the students research and find organizations that are run by other children, who deal with children's rights. If possible, encourage the students to contact these different organizations, perhaps forming penpals.  
E.g.- Free The Children- <http://www.freethechildren.org/>

#### Activity #5

As the students learn more about their rights, they could gradually develop one or more board games, for example following Trivial Pursuit ( called Serious Pursuit or In Pursuit of Rights).

## APPENDIX B

### UN Convention on the Rights of the Child

#### Unofficial Summary of Articles

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FOREWORD: This is a summary of the contents of the 54 articles contained in the United Nations Convention on the Rights of the Child. It is meant to be used as a guide for those who want to study or locate certain parts of the actual text or for those who want to gain a sense of the content of the UN Convention without reading each article in its original form. As such, there are many omissions, as well as language that differs from the original text. Therefore, this should not be considered an official abbreviated version of the Convention. It was adapted with permission from publications of Defense for Children International - USA.

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#### **Article 1 - Definition of Child**

Every person under 18, unless national law grants majority at an earlier age.

#### **Article 2 - Freedom From Discrimination**

Rights in the Convention to apply to all children without exception; the State to protect children from any form of discrimination or punishment based on family's status, activities, or beliefs.

#### **Article 3 - Best Interests of Child**

The best interests of the child to prevail in all legal and administrative decisions; the State to ensure the establishment of institutional standards for the care and protection of children.

#### **Article 4 - Implementation of Rights**

The State to translate the rights in the Convention into actuality.

#### **Article 5- Respect for Parental Responsibility**

The State to respect the rights of parents or guardians to provide direction to the child in the exercise of the rights in the Convention in a manner consistent with the child's evolving capacities.

#### **Article 6 - Survival and Development**

The child's right to live; the State to ensure the survival and maximum development of the child

#### **Article 7 - Name and Nationality**

The right to a name and to acquire a nationality; the right to know and be cared for by parents.

#### **Article 8 - Preservation of Identity**

The right to preserve or re-establish the child's identity (name, nationality, and family ties).

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#### **Article 9 - Parental Care and Nonseparation**

The right to live with parents unless this is deemed incompatible with the child's best interests; the right to maintain contact with both parents; the State to provide information when separation results from State action.

#### **Article 10 - Family Reunification**

The right to leave or enter any country for family reunification and to maintain contact with both parents.

#### **Article 11 - Illicit Transfer and Nonreturn**

The State to combat the illicit transfer and nonreturn of children abroad.

#### **Article 12 - Free Expression of Opinion**

The child's right to express an opinion in matters affecting the child and to have that opinion heard.

#### **Article 13 - Freedom of Information**

The right to seek, receive, and impart information through the medium of choice.

#### **Article 14 - Freedom of Thought, Conscience, and Religion**

The right to determine and practice any belief; the State to respect the rights of parents or guardians to provide direction in the exercise of this right in a manner consistent with the child's evolving capacities.

#### **Article 15 - Freedom of Association**

The right to freedom of association and freedom of

peaceful assembly.

### **Article 16 - Protection of Privacy**

The right to legal protection against arbitrary or unlawful interference with privacy, family, home, or correspondence, or attacks on honor and reputation.

### **Article 17 - Media and Information**

The State to ensure access to information and material from a diversity of national and international sources.

### **Article 18 - Parental Responsibilities**

The State to recognize the principle that both parents are responsible for the upbringing of their children; the State to assist parents or guardians in this responsibility and to ensure the provision of child care for eligible working parents.

### **Article 19 - Abuse and Neglect**

The State to protect children from all forms of physical or mental injury or abuse, neglect, and exploitation by parents or others, and to undertake preventive and treatment programs in this regard.

### **Article 20 - Children Without Families**

The right to receive special protection and assistance from the State when deprived of family environment and to be provided with alternative care, such as foster placements or Kafala of Islamic Law, adoption, or institutional placement.

### **Article 21 - Adoption**

The State to regulate the process of adoption (including inter-country adoption), where it is permitted.

### **Article 22 - Refugee Children**

The State to ensure protection and assistance to children who are refugees or are seeking refugee status, and to cooperate with competent organizations providing such protection and assistance, including assistance in locating missing family members.

### **Article 23 - Disabled Children**

The right of disabled children to special care and training designed to help achieve self-reliance and a full and active life in society; the State to promote international cooperation in the exchange and dissemination of information on preventive health care, treatment of disabled children, and methods of rehabilitation.

### **Article 24 - Health Care**

The right to the highest attainable standard of health and access to medical services; the State to attempt to diminish infant and child mortality; combat disease and malnutrition, ensure health care for expectant mothers, provide access to health education, including the advantages of breast feeding, develop preventative health care, abolish harmful traditional practices, and promote international cooperation to achieve this right.

### **Article 25 - Periodic Review**

The right of children placed by the State for reasons of care, protection, or treatment to have all aspects of that placement reviewed regularly.

### **Article 26 - Social Security**

The right, where appropriate, to benefit from social security or insurance.

### **Article 27 - Standard of Living**

The right to an adequate standard of living; the State to assist parents who cannot meet this responsibility and to try to recover maintenance for the child from persons having financial responsibility, both within the State and abroad.

### **Article 28 - Education**

The right to education; the State to provide free and compulsory primary education, to ensure equal access to secondary and higher education, and to ensure that school discipline reflects the child's human dignity.

### **Article 29 - Aims of Education**

The States Parties' agreement that education be directed at developing the child's personality and talents to their fullest potential; preparing the child for active life as an adult; developing respect for the child's parents, basic human rights, the natural environment, and the child's own cultural and national values and those of others.

### **Article 30 - Children of Minorities**

The right of children of minority communities and indigenous populations to enjoy their own culture, to practice their own religion, and to use their own language.

### **Article 31 - Leisure & Recreation**

The right to leisure, play, and participation in cultural and artistic activities.

### **Article 32 - Child Labor**

The right to be protected from economic exploitation and from engagement in work that constitutes a threat to health, education, and development; the State to set minimum ages for employment, regulate conditions of employment, and provide sanctions for effective enforcement.

### **Article 33 - Narcotics**

The State to protect children from illegal narcotic and psychotropic drugs and from involvement in their production or distribution.

### **Article 34 - Sexual Exploitation**

The State to protect children from sexual exploitation and abuse, including prostitution and involvement in pornography.

### **Article 35 - Sale and Trafficking**

The State to prevent the sale, trafficking, and abduction of children.

### **Article 36 - Other Exploitation**

The State to protect children from all other forms of exploitation.

### **Article 37 - Torture, Capital Punishment, and Deprivation of Liberty**

The State to protect children from torture or other cruel, inhuman, or degrading treatment or punishment; capital punishment or life imprisonment for offenses committed by persons below the age of 18; and unlawful or arbitrary deprivation of liberty. The right of children deprived of liberty to be treated with humanity and respect, to be separated from adults, to maintain contact with family members, and to have prompt access to legal assistance.

### **Article 38 - Armed Conflict**

The State to respect international humanitarian law, to ensure that no child under 15 takes a direct part in hostilities, to refrain from recruiting any child under 15 into the armed forces, and to ensure that all children affected by armed conflict benefit from protection and care.

### **Article 39 - Rehabilitative Care**

The State to ensure the physical and psychological recovery and social reintegration of child victims of abuse, neglect, exploitation, torture, or armed conflicts.

### **Article 40 - Juvenile Justice**

The right of accused children to be treated with dignity. The State to ensure that no child is accused by reason of acts or omissions not prohibited by law at the time committed; every accused child is informed promptly of the charges, presumed innocent until proven guilty in a prompt and fair trial, receives legal assistance, and is not compelled to give testimony or confess guilt; and alternatives to institutional care are available.

### **Article 41 - Supremacy of Higher Standards**

The standards contained in this Convention not to supersede higher standards contained in national law or other international instruments.

### **Article 42 - Public Awareness**

States to make the rights contained in this Convention widely known to both adults and children.

### **Article 43 - Committee on the Rights of the Child**

Election of a Committee on the Rights of the Child to examine the progress made by States Parties in achieving their obligations under the Convention and establishment of rules of procedure.

### **Article 44 - Reports by States**

States to submit to the Committee reports on measures adopted that give effect to rights in the Convention and on progress made in the enjoyment of those rights, and to make the reports widely available to the public in their own countries.

### **Article 45 - Implementation**

The right of the specialized agencies and UNICEF to be represented at Committee proceedings; the prerogative of the Committee to invite competent bodies to provide expert advice, to request the Secretary-General to undertake studies and to make recommendations.

### **Article 46 - Signature**

The Convention to be open for signature by all States.

**Article 47 - Ratification**

The Convention to be subject to ratification.

**Article 48 - Accession**

The Convention to be open to accession by any State.

**Article 49 - Entry into Force**

The Convention to enter into force on the 30th day after the 20th instrument of ratification or accession deposited with the Secretary-General.

**Article 50 - Amendments**

Provision for amending the Convention if approved by the General Assembly of the UN and accepted by a two-thirds majority of States Parties; binding on those States Parties that have accepted it.

**Article 51 - Reservations**

Provisions for States to make certain permitted reservations, so long as they do not conflict with the object and purpose of the Convention.

**Article 52 - Denunciation**

Provision for denunciation of the Convention by a State Party to become effective one year after date of receipt.

**Article 53 - Depositary**

Designation of Secretary-General of the UN as the depositary of the Convention.

**Article 54 - Authentic Text**

Arabic, Chinese, English, French, Russian, and Spanish texts of the Convention to be equally authentic.

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