



Human Rights Grades 7-11

Convention on the Rights of the Child



Learning Objectives

Explain the meaning and purpose of the Convention on the Rights of the Child

Define and explain the conventions in one's own words

Materials

Convention on the rights of the child (cut into sections)

Handout on UN's Human Rights for Kids

Handout on Amnesty International's, 'Children and human rights'

Art supplies

Time 1.5 hours

Part 1: Human Rights

Class Discussion

What are human rights?

Let's define what it means to be 'human.' **What are things all humans have in common?**

What are 'rights'? What are things all humans need to live, and have the right to have?

What do you think 'human rights' means?

Pass around the handout on the *United Nations Declaration of Human Rights*.

Class or group work

Discuss as a class, point-by-point, asking students to **explain and/or ask questions** about the points. OR

Assign three points to each group. They must **explain** each point in their own words to the class.

Class Discussion

Do you think children should have special human rights?

Why should kids be different from others? (They need special protection because they are young and could be more at risk...)

Teacher talk

The United Nations Convention on the Rights of the Child was created in 1989 to protect the rights of children.

It is recognized by the most countries in the world; most countries agree with it and agree it should be followed.

It includes points on personal rights and freedoms, family environment, basic health and welfare, education, activities done in free time and special points made up especially to protect children.

Pass around the handout on 'Children and human rights'.

Class Discussion

What surprised you about this?

Why is it important to protect children's rights?

Part 2: The Convention on the Rights of the Child

Pair or Group work

Handout the pieces of the cut-up *Convention of the Rights of the Child*. Each group gets 3 of the points.

Note: Prior to the groups working on their own, **model** one or two examples.

Groups should be encouraged to put their hand up and ask the teacher questions as they work! If you like, make up roles for the students in each team:

- Researcher
- Writer
- Presenter
- Illustrator

Groups **read and discuss** the points they have.

They answer the following questions:

- **Why does this article exist?**
- **What would happen if a child didn't have this right?**
- **How would he/she feel?**
- **What would his/her life be like?**
- **Would it be safe or dangerous?**

Write answers on a blank sheet of paper for each Article.

Hand out art supplies.

Once each group has answered the questions, they can do an 'artistic interpretation' of the article:

- Draw it!
- Make a skit and act it!
- Sing it!
- Compare it to a movie or TV show you have seen!

Present the work to the rest of the class: the other student have to **guess** what article is being interpreted.

The artistic interpretation should demonstrate a clear understanding of the Article. Provide students with criteria or a model if need be.