

Rights of a Child

Grade: 1-2

Subject: Social Studies

Time: 1 Hour

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| Critical Issues - Lesson Plan |
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“A Journey to a New Planet”

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| Unit: Resources and Wealth; Power and Authority | Specific Topic: Wants, Needs, and Rights |
| URL: http://www.unicef.ca/sites/default/files/imce_uploads/UTILITY%20NAV/TEACHERS/DOCS/GC/helpmake.pdf | |
| Lesson Description: Students will begin to differentiate between things that they want and need. They will further be introduced to the concept that people’s basic needs are considered rights through examining the Convention on the Rights of the Child. | |
| Curriculum Outcomes: <u>Grade 3</u> Outcome - RW3.1: Appraise the ways communities meet their members’ needs and wants. (b, c, e) Outcome - PA3.3: Make generalizations about the purpose and intent of documents that define the rights of children. (a) | |
| Assessment: Students will come up with their own definition of rights. Have students make a list of rights that they think are basic for people of their age, using the Wants and Needs cards as a starting point. Encourage students to consider non-material needs - such as the right to express opinions - as well as material needs. How would these lists differ in different parts of the city? In different parts of the province? Country? World? Compare student lists with the Convention of the Rights of the Child. | Materials: - Set of 20 Wants and Needs cards for each pair of students - Pencils - Paper Resources: - UNICEF Lesson Outline (pages 18-19 of URL document) - Wants and Needs Cards (pages 20-23 of URL document) - Convention on the Rights of the Child |

Procedure:

1. Have students form pairs and distribute each pair a set of Wants and Needs cards (twenty cards per pair).
2. Explain to students that they have been chosen to go and live on a new planet. Since they will be setting up a new society there, Mission Control wants them to have all the things they need and want in order to live and grow. Mission Control has made a list of sixteen things they think the students should take with them. Explain to students that they are allowed to bring four more things with them that they choose. They should draw these four items onto the four blank Wants and Needs cards.
3. Announce to the group that because space is limited on the spaceship, students can only take fourteen items instead of all twenty. They must work as a team to decide on six items to eliminate. They can draw an “X” through these items, place the cards in an envelope, or give them back to the teacher.
4. Inform the students that Mission Control has found that there is still less available space than they had realized. Students will only be able to take eight items with them, instead of fourteen. Have students eliminate six more items, leaving only the eight that they consider the most essential for survival.
5. Discuss the following questions either in small jigsaw groups or with the entire class:
 - Which items were most commonly eliminated in the first round? Why?
 - Was the second round of eliminations more difficult than the first? Why?
 - Did you and your partner have any disagreements over the items to eliminate? Which ones and why?
 - What is the difference between wants and needs? Which items on the list were wants? Which items on the list were needs?
 - What are some of the things you want in real life? What are some of the things you need?
 - Do wants and needs differ for different people? Why?
 - Do all people in Canada have everything they need? What about people in other countries around the world?
6. Explain to students that people’s most basic needs - to survive, develop, be safe, and participate in their communities - are often referred to as rights. Rights can be thought of as those things that are fair and just for all people to have, or to be able to do.
7. Have students develop their own definition of *rights*. From there, they will then create a list of rights that are basic for people their age (using Wants and Needs cards as a starting point) - see “*Assessment*”. Students can share their lists with the entire class; all rights can be recorded to create a master list and can be displayed in the classroom for continuous future reference.

Extension Resource: For further information on Global Citizenship Education (GCE) and additional resources, see [SCIC’s Global Citizenship Education Modules](#).