

Rights of a Child

Part Two
Grade: 3-8

Critical Issues - Lesson Plan

Subject: Social Studies; Health

Time: 1 Hour

“Polluting Rights”

Unit: Power and Authority; Dynamic Relationships; Understanding, Skills, and Confidences

Specific Topic: Global Pollution and Children’s Rights

URL: http://www.unicef.ca/sites/default/files/imce_uploads/UTILITY%20NAV/TEACHERS/DOCS/GC/helpmake.pdf

Lesson Description:

- Students will understand how pollution affects children’s rights and health through real life examples;
- Students will understand the environmental problems that affect children around the world;
- Students will develop an appreciation for a healthy environment and how it applies to rights;
- Students will examine the rights of all children to grow and develop in a healthy environment.

Curriculum Outcomes:

Grade 3

Outcome - PA3.3: Make generalizations about the purpose and intent of documents that define the rights of children. (a)

Grade 6

Outcome - DR6.1: Analyze the impact of the diversity of natural environments on the ways of life in Canada and a selection of countries bordering the Atlantic Ocean. (b)

Grade 8

Outcome - USC8.6: Examine and assess the concept of sustainability from many perspectives, and develop an understanding of its implications for the well - being of self, others, and the environment. (b, c, d)

Assessment:

Discussion questions can be implemented as an assignment to ensure students are properly analyzing their designated case studies and articles.

Materials:

- Pens/Pencils
- Paper

Resources:

- Lesson Outline (page 24 of URL document)
- Case Studies (page 25 of URL document)
- [Convention on the Rights of the Child](#)

Procedure:

1. Have the students divide into small groups (4-5 students per group) and review the Convention on the Rights of the Child poster provided.
2. Ask students to read their green “pollution” case study card(s) as a group (you can choose to have students look at more than one case study depending on the size of your class).
3. Identify on a scrap of paper which rights have been violated by the example of the effects of global pollution on children.
4. Use jigsaw groups or another small group sharing method and ask students to share their case studies and the articles they have identified as being violated.
5. Discuss the following questions as a whole group:
 - How do these situations interfere with the rights of all children globally?
 - Why do such rights violations continue?
 - How might we approach global cooperation to correct the existing problems (and prevent similar ones) in the future?

Question for reflection: How would you use this exercise in your classroom? Would it work? What would make it better? What else could you do with it?

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