

Economic Security and Women's Rights

Lesson Title: Module 3: Exploring the CRC	Grade: 3	Subject: Social Studies; ELA	Time: 8 Lessons (50-80 minutes each)	Unit: Power and Authority; Comprehension and Response	Topic: Common Threads: Weaving Child Rights & Global Education
URL: http://issuu.com/planaustralia/docs/common_threads_-_weaving_child_rights_into_global_/1?e=1049359/3778749					
Lesson Description: Students are to examine each of the eight child rights individually through inquiry activities and class discussion. <i>Lesson 3.1: The Right to Shelter</i> Students engage in a class discussion and inquiry activity in regards to the differences in houses across the world. <i>Lesson 3.2: The Right to Water</i> Through video analysis and working with a partner, students will assess the right to water and the consequences of not being able to claim the right. <i>Lesson 3.3: The Right to Food</i> Students explore the right to food by considering facts about hunger and synthesizing scenarios with selected child rights. <i>Lesson 3.4: The Right to Healthcare</i> Students will begin to understand the difficulties faced by children (specifically children with disabilities), when access to health care is denied through a reading comprehension activity. <i>Lesson 3.5: The Right to Education</i> Students consider the right to education through a reading comprehension activity centred on a young girl living in Bangladesh. <i>Lesson 3.6: The Right to Play</i> Students will understand that play and recreation are crucial to child development and learning through analysis of written and visual materials. <i>Lesson 3.7: The Right to Protection</i> Students will be introduced to child labour and share their opinions through self/group reflection and familiarization of the Fair Labour Standards.				Curriculum Outcomes: <ul style="list-style-type: none"> • PA3.3 (a) Make generalizations about the purpose and intent of documents that define the rights of children • DR3.2 (a, b, c) Assess the degree to which the geography and related environmental and climatic factors influence ways of living on and with the land. • CR3.1 (a, c, d) Comprehend and respond to a variety of grade-level texts (including contemporary and traditional visual, oral, written, and multimedia) that address: identity (e.g., Spreading My Wings) community (e.g., Hand in Hand) social responsibility (e.g., All Together) and make comparison with personal experiences 	

<p><i>Lesson 3.8: The Right to Participation</i> Students will be introduced to the importance of child participation to promote whole-community wellbeing through reflection and class discussion.</p>	
<p>Materials:</p> <ul style="list-style-type: none"> • Paper • Required activity sheets (see resource section) 	<p>Assessment Various student activity sheets or reflection strategies outlined within any of the eight lessons</p>
<p>Resources:</p> <ul style="list-style-type: none"> • Summary of the Convention on the Rights of the Child (pg. 8-9) <p><i>Lesson 3.1:</i></p> <ul style="list-style-type: none"> • Examples of questions for open-ended discussion with students (see page 28 in URL document) <p><i>Lesson 3.2:</i></p> <ul style="list-style-type: none"> • Consequences chart (appendix 3 – pg. 62 of URL document) • Student Activity Sheet: Wondering About Water Rights (see page 33 in URL document) • Guide to answer question 2 from the student activity sheet (see page 32 in URL document) • Video from www.vimeo.com/26038614 <p><i>Lesson 3.3:</i></p> <ul style="list-style-type: none"> • Student Activity Sheet: Food for Thought (see page 37 in URL document) <p><i>Lesson 3.4:</i></p> <ul style="list-style-type: none"> • Student Activity Sheet: My Life, My Struggle, which includes Rukhsana’s story and applicable questions (See page 41 of URL document) <p><i>Lesson 3.5:</i></p> <ul style="list-style-type: none"> • Amena’s story ‘From the Streets to School’ (see page 45 of URL document) • Student Activity Sheet: From the Streets to School (see page 47 of URL document) <p><i>Lesson 3.6:</i></p> <ul style="list-style-type: none"> • ‘When will the Children Play?’ statements (see page 49 of URL document) • Student Activity Sheet: When will the Children Play? (see page 51 of URL document) <p><i>Lesson 3.7:</i></p> <ul style="list-style-type: none"> • Fair Labour Standards • Student Activity Sheet: The Right to Protection from Child Labour (see page 55 in URL document) <p><i>Lesson 3.8:</i></p> <ul style="list-style-type: none"> • Student Activity Sheet: Child Participation – Good for Everyone?(see page 59 in URL document) • Larger image of the photography displayed on the student activity sheet, along with the statement ‘putting children at the centre of development will lift a whole community out of poverty’ 	