

ACKNOWLEDGEMENTS

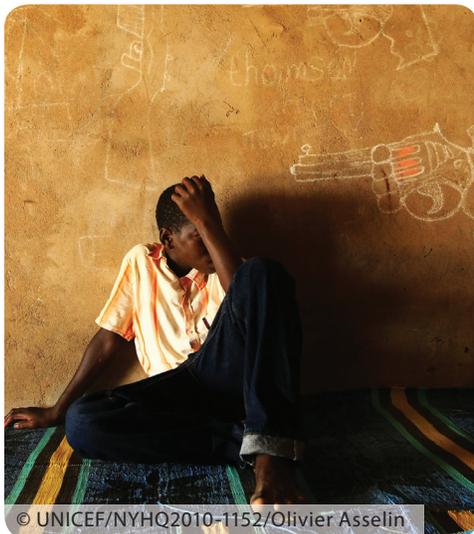
This resource is a collaboration of UNICEF Canada and the Ontario Justice Education Network. We hope this study guide inspires your students to think critically about and take action on children's rights issues. We gratefully acknowledge the support of the following people in preparing this guide: Sholeh Popatia, Christine Poirier, Andrea Sobko, Simone Vandaiyar, Antoinette Issa and Nikita Ponomarev.

Copy Editor is five Communications

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TEACHER'S GUIDE

ABOUT UNICEF CANADA'S GLOBAL CLASSROOM PROGRAM

UNICEF Canada's mission is to mobilize and empower Canadians to invest in the positive transformation of every child's future. UNICEF Canada's Global Classroom program is a partnership with Canadian teachers and their students to inspire, educate and promote action on social justice, humanitarian issues and human rights—especially the rights of all children. This acclaimed program provides educators with classroom-ready resources and engagement tools. Designed to foster global citizenship and understanding, the Global Classroom program shows how each of us can create a better world for all children and the communities in which they live. For more information about UNICEF Canada's Global Classroom program, visit globalclassroom.unicef.ca

ABOUT THE ONTARIO JUSTICE EDUCATION NETWORK (OJEN)

The Ontario Justice Education Network (OJEN) is a charitable organization dedicated to promoting public understanding, education and dialogue to support a responsive and inclusive justice system. OJEN's programs bring together leading justice and education sector representatives to collaborate on initiatives designed to foster understanding of the justice system. As a result of the efforts of hundreds of volunteers including judges, justices of the peace, lawyers, court staff, educators and community representatives, OJEN is able to facilitate public legal education opportunities for youth throughout Ontario. All of OJEN's classroom resources are available for free in French and English. To find out more about OJEN's programs and resources, visit www.ojen.ca.

ABOUT THIS RESOURCE

UNICEF Canada and OJEN have partnered to create an interactive classroom resource designed to enhance high school students' understanding of children's rights. This resource includes experiential activities that introduce students to the United Nations Convention on the Rights of the Child (the Convention), and domestic legal cases related to children's rights. Through case studies and discussion-based strategies, students explore the social and legal issues related to spanking, medical treatment of minors and child soldiers. The final component of the resource, a mock hearing set at the International Criminal Court (ICC), provides students with the opportunity to apply their knowledge of the Convention and international law in an engaging and interactive activity.

GOALS

- To encourage students to think critically about children's rights issues, both domestically and internationally.
- To introduce students to the United Nations Convention on the Rights of the Child, including the rights it protects, its application and enforcement.
- To enhance students' understanding of Canadian and international law.
- To encourage students to formulate sound judgments and express well-founded opinions based on information presented.
- To provide opportunities for students to develop and demonstrate advocacy skills, oral and written communication skills and active citizenship.

USING THIS RESOURCE

Designed for students in grades 9 through 12, this resource is divided into three distinct sections that introduce students to the Convention and its application, and demonstrate the interrelatedness of Canadian and international law.

Each of the three sections builds on the knowledge and skills of the former. As such, it is recommended that teachers move through the sections consecutively rather than using any one in isolation. This will help students develop a context and shared language for discussing and analyzing the issues presented. Within a particular section, teachers may select individual activities based on the prior knowledge, skills and needs of their students. Your expertise as an educator will be an invaluable tool for adapting the content of the activities to correspond to your subject areas, grade levels and students' backgrounds.

Please note that although the guide refers to teachers and students, the activities are adaptable and would be equally useful in many learning environments, and not only formal learning settings.

Section One: Introduction to the Convention on the Rights of the Child

This section contains four activities aimed at introducing students to the Convention as well as concepts of justice and fairness. Teachers can choose amongst the various activities which are designed to provide students with a thorough understanding of both the broad structure of the Convention, as well as the specific articles it contains.

For background information on children's rights and the Convention, see *Understanding Children's Rights* in Appendix B. A plain language version of the Convention is also available in Appendix A.

Section Two: Application of the Convention on the Rights of the Child

This section includes two activities each focused on a different Canadian legal case related to children's rights:

- *The Canadian Foundation for Children, Youth and the Law v. The Attorney General of Canada*
- *A.C. v. Manitoba.*

The first case study examines the constitutional challenge to the spanking laws in Canada, and the second focuses on medical treatment for mature minors. Each activity looks at the legal aspect of the decisions, as well as the broader social and policy concerns related to children's rights. Students are encouraged to analyze, interpret and apply the Convention through a variety of critical-thinking exercises.

Section Three: International Criminal Law Mock Hearing

The final component of the resource is a mock hearing set at the International Criminal Court (ICC). The mock hearing includes three packages of material: a scenario, a role preparation package and a justice sector volunteer package. The scenario, *The Prosecutor v. Mabo*, has students prepare for the trial of Arthur Mabo, a rebel army commander accused of recruiting and using children as child soldiers in armed conflicts. The scenario package includes the facts of the case, the relevant law and witness statements for each character. The role preparation package provides background information on the ICC, the legal procedure and general information for students playing the roles of the lawyers, court staff and judges. The justice sector volunteer package can be provided to lawyers or judges who volunteer to coach students in preparing their arguments, and/or to adjudicate the trial in the classroom. If you're interested in being connected to justice sector volunteers in your local area, please contact OJEN at info@ojen.ca. This simulation provides an exciting, experiential way for students to apply their knowledge of the law.

For additional resources to help prepare students to complete a mock hearing, please see OJEN's *Mock Hearing Demonstration Video* and companion guide, *Making the Case: A Mock Hearing Toolkit*. To request free copies of these resources, send an email with your mailing address to info@ojen.ca.

CURRICULUM CONNECTIONS

This resource has been developed for use in a variety of courses that deal with human rights, family issues, law, social justice, international relations, politics, ethics and morality and global issues, among others. Activities have been developed with various grade levels and subject areas in mind. In particular, this resource has direct application to expectations in the following courses:

CANADIAN AND WORLD STUDIES
<i>Civics</i>
Civics, Grade 10, Open (CHV20)
<i>Economics</i>
The Individual and the Economy, Grade 11, University/College Preparation (CIE3M) Analyzing Current Economic Issues, Grade 12, University Preparation (CIA4U)
<i>Geography</i>
Geography of Canada, Grade 9, Academic or Applied (CGC1D/P) Canadian and World Issues: A Geographic Analysis, Grade 12, University Preparation (CGW4U)
<i>History</i>
Canadian History Since World War I, Grade 10, Academic or Applied (CHC2D/2P) Canadian History and Politics Since 1945, Grade 11, College Preparation (CHH3C) Canadian History and Politics Since 1945, Grade 11, Workplace Preparation (CHH3E) World History Since 1900: Global and Regional Perspectives, Grade 11, Open (CHT3O) Canada: History, Identity and Culture, Grade 12, University Preparation (CHI4U) World History: The West and the World, Grade 12, University Preparation (CHY4U) World History: The West and the World, Grade 12, College Preparation (CHY4C) Adventures in World History, Grade 12, Workplace Preparation (CHM4E)
<i>Law</i>
Understanding Canadian Law, Grade 11, University/College Preparation (CLU3M) Understanding Canadian Law, Grade 11, Workplace Preparation (CLU3E) Canadian and International Law, Grade 12, University Preparation (CLN4U)
<i>Politics</i>
Canadian Politics and Citizenship, Grade 11, Open (CPC3O) Canadian and World Politics, Grade 12, University Preparation (CPW4U)
SOCIAL SCIENCES AND THE HUMANITIES
<i>Family Studies</i>
Individual and Family Living, Grade 9 or 10, Open (HIF10/HIF20) Living and Working with Children, Grade 11, College Preparation (HPW3C) Managing Personal and Family Resources, Grade 11, College Preparation (HIR3C) Parenting, Grade 11, Open (HPC3O) Individuals and Families in a Diverse Society, Grade 12, University/College Preparation (HHS4M) Issues in Human Growth and Development, Grade 12, University/College Preparation (HHG4M) Parenting and Human Development, Grade 12, Workplace Preparation (HPD4E)
<i>General Social Science</i>
Introduction to Anthropology, Psychology and Sociology, Grade 11, University/College Preparation (HSP3M) Challenge and Change in Society, Grade 12, University/College Preparation (HSB4M)
<i>Philosophy</i>
Philosophy: Questions and Theories, Grade 12, University Preparation (HZT4U)
INTERDISCIPLINARY STUDIES
Applied Journalism, Grade 11, Open Issues in Human Rights, Grade 12, University Preparation Information and Citizenship, Grade 12, Open Children's Literature, Grade 12, University Preparation
HEALTH AND PHYSICAL EDUCATION
Healthy and Active Living, Grade 9 or 10, Open (PPL10/20) Healthy Active Living Education, Grade 11 or 12, Open (PPL30/40)

ASSESSMENT AND EVALUATION

PERFORMANCE ASSESSMENT

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. 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 vs. what they would do.)
- Activity-based tasks/problems
- Observations of what students do and say, making anecdotal records
- Development and application of specific criteria to assess student performance (e.g., rubrics, rating scales, checklists)
- Examination of students' work and application of criteria in assessment

Source: Cape Breton University Children's Rights Centre



UN CONVENTION ON THE RIGHTS OF THE CHILD ASSESSMENT RUBRIC

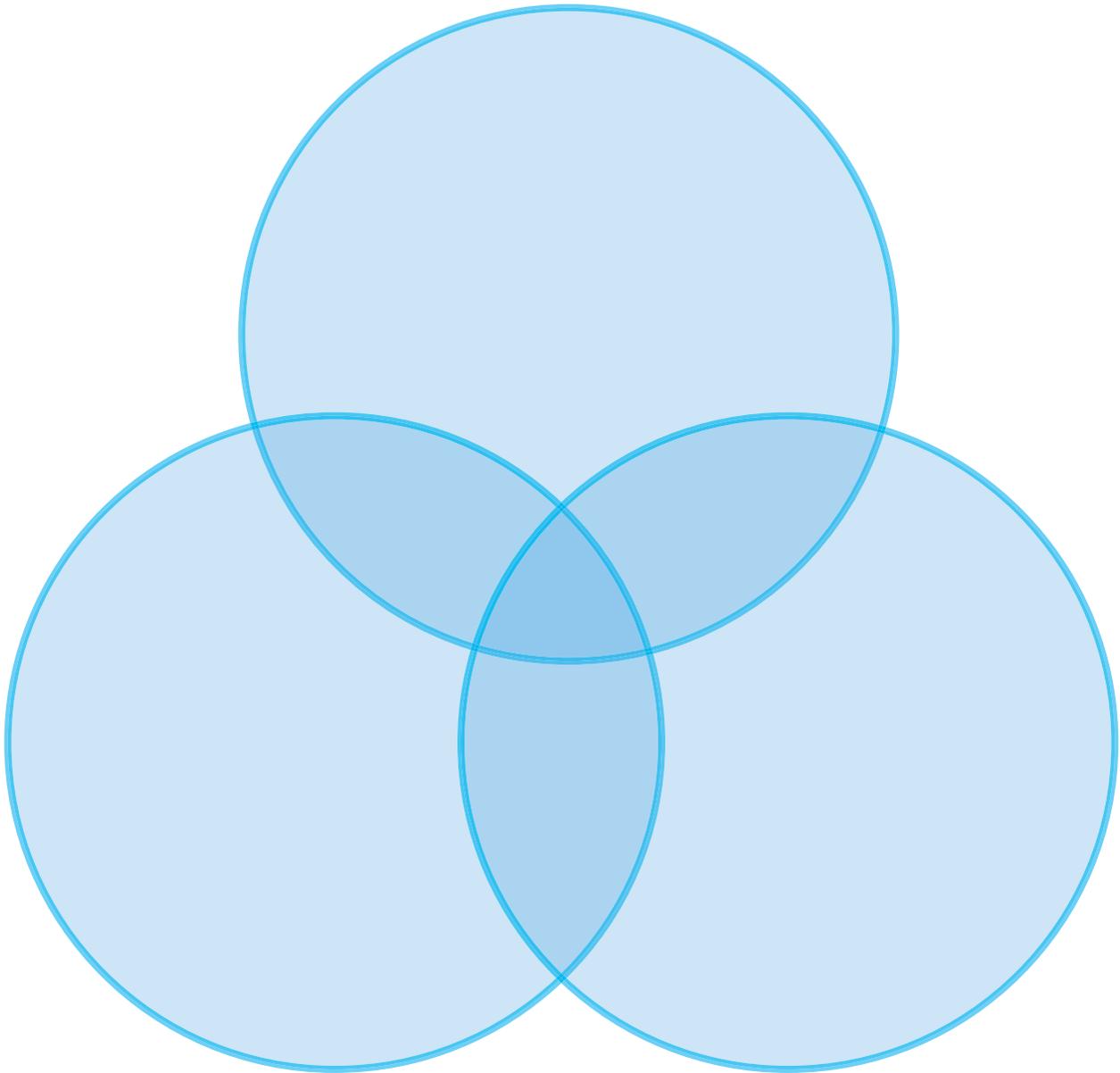
	Level 1	Level 2	Level 3	Level 4
Knowledge/ Understanding	Demonstrates <i>limited</i> knowledge of the articles of the CRC.	Demonstrates <i>some</i> knowledge of the articles of the CRC.	Demonstrates <i>considerable</i> knowledge and understanding of the articles of the CRC.	Demonstrates <i>thorough</i> knowledge and understanding of the articles of the CRC.
Thinking	Uses critical/creative thinking processes, as well as skills of analysis, synthesis, and evaluation, with respect to the CRC, with <i>limited</i> effectiveness.	Uses critical/creative thinking processes, as well as skills of analysis, synthesis, and evaluation, with respect to the CRC with <i>some</i> effectiveness.	Use critical/creative thinking processes, as well as skills of analysis, synthesis, and evaluation, with respect to the CRC, with <i>considerable</i> effectiveness.	Uses critical/ creative thinking processes, as well as skills of analysis, synthesis, and evaluation, with respect to the CRC with a <i>high degree</i> of effectiveness
Communication	Is able to organize and express ideas and information regarding the CRC with <i>limited</i> effectiveness.	Is able to organize and express ideas and information regarding the CRC with <i>some</i> effectiveness.	Is able to organize and express ideas and information regarding the CRC with <i>considerable</i> effectiveness.	Is able to organize and express ideas and information regarding the CRC with a <i>high degree</i> of effectiveness.
Application	Applies and transfers knowledge of the CRC to familiar and novel contexts, and makes connections within and between such contexts, with <i>limited</i> effectiveness.	Applies and transfers knowledge of the CRC to familiar and novel contexts, and makes connections within and between such contexts, with <i>some</i> effectiveness.	Applies and transfers knowledge of the CRC to familiar and novel contexts, and makes connections within and between such contexts with <i>considerable</i> effectiveness.	Applies and transfers knowledge of the CRC to familiar and novel contexts, and makes connections within and between such contexts, with a <i>high degree</i> of effectiveness.

UN CONVENTION ON THE RIGHTS OF THE CHILD VENN DIAGRAM

The Convention Venn diagram can be a useful tool for students to consider the relationship between various articles of the Convention.

NAME _____

DATE _____



UN CONVENTION ON THE RIGHTS OF THE CHILD DECISION WEB

The decision web can be used to consider both sides of an argument or issue, and draw conclusions based on a solid and reasoned thought process.

NAME _____

DATE _____

YES ← **REASONS** → **NO**

Below the 'REASONS' box is a large empty box for notes.

To the left and right of the notes box are two vertical columns of eight horizontal lines each, for writing reasons.

Below the notes box is a **CONCLUSIONS** box.

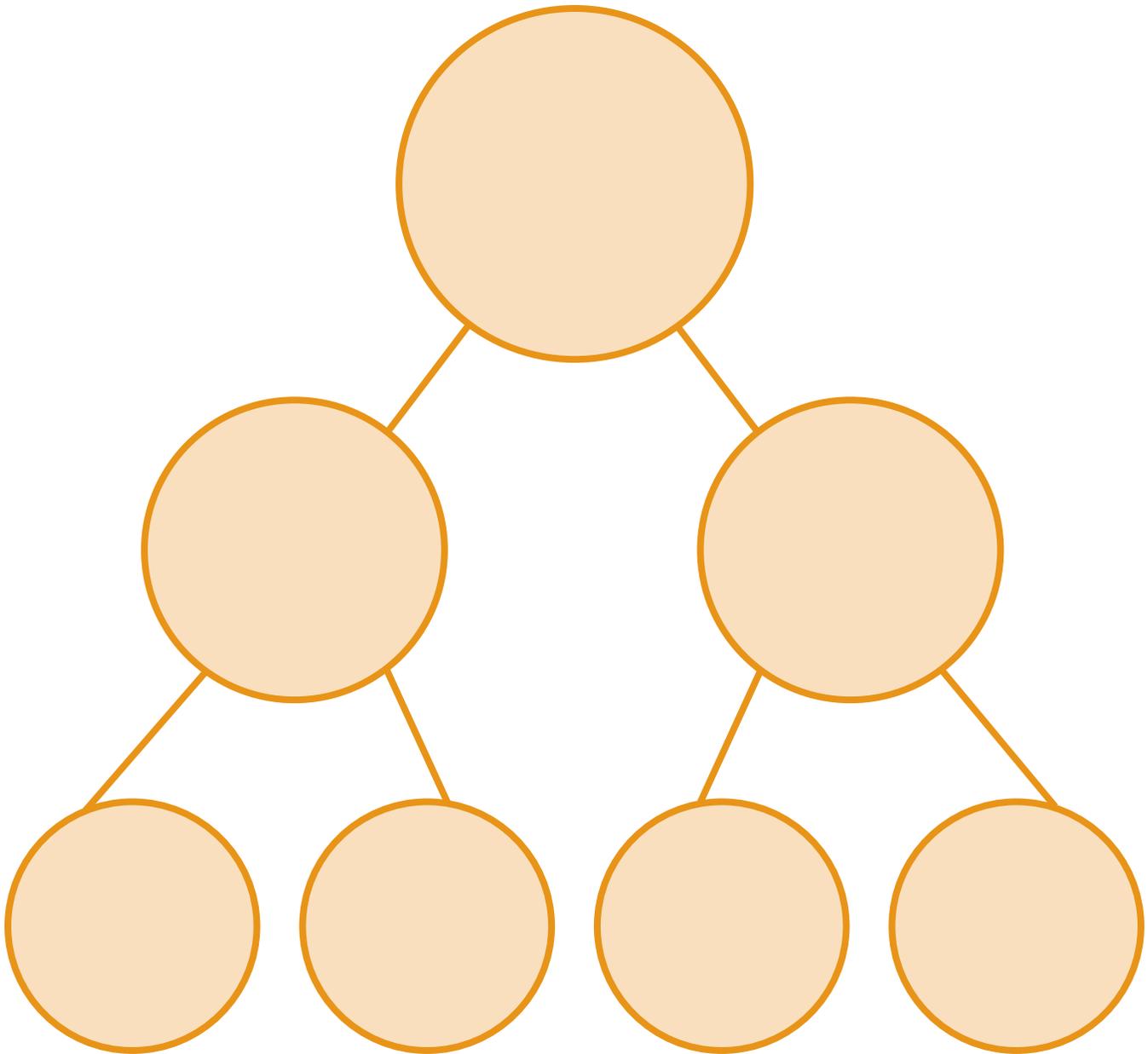
Below the 'CONCLUSIONS' box is a large empty box for writing the final conclusion.

UN CONVENTION ON THE RIGHTS OF THE CHILD CONSEQUENCES CHART

The consequences chart can be used to determine the consequences of an action or occurrence, and the resulting effects of those consequences.

NAME _____

DATE _____



ADDITIONAL E-RESOURCES

OJEN Resources

<http://www.ojen.ca/resources>

UNICEF Global Classroom

<http://www.globalclassroom.unicef.ca/>

Amnesty International Canada – Human Rights Resources for Educators

http://www.amnesty.ca/resource_centre/teachers.php

Canadian Coalition for the Rights of Children

<http://rightsofchildren.ca/>

Children's Rights Centre, Cape Breton University

<http://www.cbu.ca/crc/index.php?q=content/curriculum-resources>

Children's Rights International Network

<http://www.crin.org>

Equitas

<http://www.equitas.org>

Justice For Children and Youth

<http://www.jfcy.org/index.html>

LEARN Children's Rights Resources

http://www.learnquebec.ca/en/content/childrens_rights/childrens_rights_resources.html

Oxfam Children's Rights resources

<http://www.oxfam.org.uk/education/resources/rights/>

Save the Children Teaching Resources

[http://www.savethechildren.org.uk/resources/online-library/search?f\[0\]=field_publication_category%3A49](http://www.savethechildren.org.uk/resources/online-library/search?f[0]=field_publication_category%3A49)

Taking It Global

<http://www.tigweb.org/tiged/resources.html>

Toronto District School Board Human Rights Temperature Check

<http://www.tdsb.on.ca/site/viewitem.asp?siteid=15&menuid=6093&pageid=5295>

UNHCR Guidelines on the Formal Determination of the Best Interests of the Child

http://www.iin.oea.org/2006/Lecturas_Sugeridas_2006/00-69422.pdf