THE CENTRAL IDEA:

Individuals’ actions can support or deny access to children’s rights and equal opportunities.

KEY CONCEPTS

Causation: We will be looking at the factors behind situations that both support and violate children’s rights and provide and limit access to equal opportunities.

Responsibility: We will be investigating whose responsibility it is to uphold children’s rights and provide equal opportunities. We will look at forms of action we, as individuals, can take to rectify violations to rights and improve people’s lives.

RELATED CONCEPTS

Circumstances, Rights and Initiative.

ENDURING UNDERSTANDINGS

- Opportunities are not accessible to everyone
- An individual’s actions can influence, affect and impact on their access to opportunities
- An individual’s actions can improve access to opportunities for other

GUEST SPEAKERS

We are fortunate enough to have a number of relevant guest speakers coming into school to speak about the work that they have done, and the action they have taken to affect change in other people’s lives.

Christine Choy (In association with the Zigen Fund, China)
Christine is the former Chair of Graduate Film School at New York University. Her award winning documentary films focus on children and education in rural China.
Date: 15th January 2010

“Me to We” Representative
The charity, Me to We was co-founded by Craig Keilburger, a Canadian Child Rights Activist, who also heads up Free The Children. Me to We’s goal is to end poverty in the world. One of their representatives will speak on their work in communities around the world and how all individuals can take action to eliminate poverty.
Date: 20th January 2010

Deborah Ellis
Deborah is an author for young readers, with titles that focus on children’s lives in war torn countries. Deborah has recently traveled to Afghan refugee camps and talked to many children there. Her titles include “The Bread Winner” and “Pavana’s Journey”.

PLEASE NOTE: Due to the nature of the unit, a number of potentially sensitive issues will be raised and discussed with students. Please rest assured that we will approach discussions carefully and objectively, but suggest you give your child the opportunity to discuss their feelings and concerns about issues raised. As a way of broadening your child’s understanding, you are encouraged to engage in further conversations about access to opportunities for children around the world, and the reasons behind this. Students will be encouraged to share these conversations during the school day as a way of informing others.
CLASS NOVELS

“Iqbal” by Francesco D’Adamo
The fictionalized account of Iqbal Masih, who, at the age of 4 was forced into bonded labour in a carpet factory. After escaping, he became an activist against bonded child labour.

“The Bread Winner” by Deborah Ellis
The story of Pavana, a young girl living in Afghanistan. This story describes the life of children in a time of war.

ATTITUDES
Empathy - The students will be encouraged to imagine themselves in another person’s situation, for example, as the characters in the Class Novels.

Respect - The students will be encouraged to develop respect for themselves, others and the world around them.

ATTRIBUTES OF THE LEARNER PROFILE
Principled - The children will be encouraged to act with a sense of fairness and justice. We will discuss taking responsibility for actions and exploring the consequences that follow.

Caring - The children will be encouraged to show empathy for the needs and feelings of others in different environments and situations.

UNIT VOCABULARY
1. Justice/Injustice
2. Heroes
3. Equal Opportunity
4. Respect
5. Child Labour
6. Rights
7. Children of War
8. Child Trafficking
9. Respect
10. Empathy
11. Abuse
12. Conventions

TEACHER QUESTIONS
The following questions will drive the inquiry:
1. Will there ever be access to equal opportunities for everyone?
2. Can differing circumstances create equal opportunities?
3. How do individual change access to equal opportunities?
4. How can you take responsibility for your own rights and the rights of others?

SKILLS
Thinking Skills
Comprehension, Analysis, Synthesis, Application

Social Skills
Accepting responsibility, Respecting others

Research Skills
Planning; Collecting, Recording, Organizing data; Presenting

Communication Skills
Reading

Novel studies, Newspaper/Magazine articles

Writing

Recounts, Reflections, Script writing

Presenting

Public service announcement, Digital story

UNIT ASSESSMENT
Assessment tasks will give the students the opportunity to demonstrate an understanding of the Central Idea as well as the Enduring Understandings, Knowledge and Skills. They will also be assessed on the use of appropriate subject-specific vocabulary.

The assessment tasks and assessment criteria will be shared and discussed with students in the early stages of the unit, so they are best prepared for success.

RECOMMENDED WEBSITES
1. UNICEF www.unicef.org
2. UNICEF Television Channel on Youtube www.youtube.com/user/unicef
4. BBC World Service>A World for Children www.bbc.co.uk/worldservice

*There is no trust more sacred than the one the world holds with children. There is no duty more important than ensuring that their rights are respected, that their welfare is protected, that their lives are free from fear and want and that they can grow up in peace.*

Kofi Annan
Ghanian Diplomat, 7th UN Secretary-General
2001 Nobel Peace Prize Winner