



Applying modern metaverse enabled pedagogical techniques for civic learning: Supporting K-12 teachers and students.

WP2:

A2.1 Identification of traditional effective practices of civic education in primary education

SCENARIO PLAN INFORMATION

Author(s): Jennifer Berney

Subject: SPHE (Social, Personal & Health Education)

Topic: Children’s Rights

Age of students: 11- and 12-year-olds

Preparation time: 20 mins

Teaching time: 65 mins

LICENCE



KEYWORDS

Rights
Needs
Wants
UN Charter of Children’s Rights
Children around the World

TEACHER NOTES

- ✓ Add here your comments and evaluation AFTER the implementation of this scenario that might help other teachers use it.



© <https://www.istockphoto.com/photos/childrens-rights>

TRADITIONAL SCENARIO: “Children’s Rights”

ABSTRACT

ADD HERE A PARAGRAPH SUMMARIZING THE TRADITIONAL SCENARIO PLAN. THIS TEXT WILL BE USED TO INTRODUCE IT WHEN IT IS PUBLISHED ONLINE, SO PLEASE TRY TO BE AS CLEAR AND CONCISE AS POSSIBLE.

This lesson raises the children’s awareness about universal rights through the exploration of the Summary of the Charter of Children’s Rights and an examination of their application in the children’s own lives. Inequalities which exist in children’s rights around the world will also be examined through the exploration and analysis of the scenarios of different children from across the globe.

LESSON PLAN METHOD(S) INVOLVED (CHECK MORE THAN ONE, IF APPLICABLE)

<input checked="" type="checkbox"/>	Face to Face Learning	<input type="checkbox"/>	Blended Learning
<input type="checkbox"/>	On-Line Learning	<input checked="" type="checkbox"/>	Collaborative learning
<input type="checkbox"/>	Project-based learning	<input type="checkbox"/>	Inquiry based learning
<input type="checkbox"/>	Peer learning	<input type="checkbox"/>	Hands-on learning
<input type="checkbox"/>	Game based learning	<input type="checkbox"/>	Other

In case of Other, please elaborate:

LEARNING OBJECTIVES (based on Bloom’s Taxonomy)

By completing this learning plan, students will achieve learning outcomes and learn skills such as:

- TO IDENTIFY AND DISCUSS THE RIGHTS OF CHILDREN
- to relate these rights to their own lives
- to identify places where these rights are not met
- TO EXPLORE HOW JUSTICE AND DEMOCRACY CAN ENSURE PEOPLE ARE AFFORDED THEIR RIGHTS
- to apply their knowledge of children rights to scenarios of children from around the world
- to realise and begin to understand the unequal distribution of the world’s wealth

LESSON PLAN ACTIVITIES

Describe here in detail all the activities during the lesson and the time they require. Make sure you properly describe the role of the students and teachers as well as how each activity is linked to the learning objectives of the LP.

Name of the activity	Learning Objectives	Description
<p>Introduction – Brainstorming of Children’s Rights and comparison with the Summary Charter of Children’s Rights</p>	<p>Students will:</p> <ul style="list-style-type: none"> ● identify and discuss the rights of children. ● examine the Summary of the Charter of Children’s Rights 	<p>The children are organised into a circle and, using a speaking object, the teacher asks them to complete the sentence: Everyone has a right to ...</p> <p>The teacher encourages the pupils to think of universal rights, not just their own rights. The teacher lists the rights identified on the whiteboard. The teacher asks:</p> <ul style="list-style-type: none"> -Do these rights apply to everyone in Ireland? -Does everyone have these rights met? -Do these rights apply to people all over the world? <p>The teacher displays the Summary of the Charter of Children’s Rights (see below) and the class compare the rights listed with the rights contained in the summary.</p>
<p>Examination of five of the Rights of Children from the Charter of Children’s Rights</p>	<p>The children will</p> <ul style="list-style-type: none"> ● explore and examine, through questioning and discussion, five specific children’s rights. ● demonstrate their understanding of these right by relating them to their own lives. ● identify times and places where these five rights are not met. 	<p>The teacher highlights the five rights identified below one by one:</p> <ol style="list-style-type: none"> 1. Children have the right to life. 2. Children have the right to free and suitable education. 3. Children have the right to play. 4. Children have the right to an adequate standard of living. 5. Children have the right to their own language, culture and religion. <p>The teacher uses the following questions can</p>

[MetaCivicEdu – IRELAND – (1) Children’s Rights]

		<p>be used for discussion of each right: - How is this right met in your lives?</p> <ul style="list-style-type: none"> - Who are the people who help you achieve this right? - Are there ways in which you help others achieve this right? - Are you aware of incidents in Ireland or in other countries where this right is not met?
Children Around the World	<p>The children will</p> <ul style="list-style-type: none"> ● define the terms ‘rights’, ‘needs’ and ‘wants’. ● apply their knowledge of Children’s rights to a set of scenarios and identify the needs and rights being met and those being neglected in the given scenarios. ● to realise and begin to understand the unequal distribution of the world’s wealth through the exploration of stories of children from around the world ● Explore how justice and democracy can ensure people are afforded their rights 	<p>The teacher elicits from the children definitions for the terms ‘Rights’, ‘Needs’ and ‘Wants’.</p> <p>The teacher provides the children with a definition and explanation of each using examples.</p> <p>The teacher divides the children into groups and distributes a story from Children around the World (see below) to each group, asking them to highlight where they see needs being met or needs being denied. When the groups have completed this, the teacher asks for feedback. The teacher uses the following questions to stimulate discussion:</p> <ul style="list-style-type: none"> - What similarities and differences with your life did you notice? - Are there needs that x... (name child from story) has that are not being met? - Are you aware of incidents in Ireland or in other countries where this need is not met? - What enables or helps people to exercise their rights, while others cannot? (introduce concepts of justice, democracy). - Are there people living in Ireland whose rights are denied? <p>Groups will report back to the class on their given scenario.</p>
Snakes and Ladders game	The children will	The teacher distributes Snakes and Ladders

[MetaCivicEdu – IRELAND – (1) Children’s Rights]

	<ul style="list-style-type: none"> reinforce and consolidate what they have learned about the Rights of Children through a game 	boards (see below), dice and counters to each group. The game is complete when everyone reaches the final box.
Conclusion – Reflection and Assessment	The children will reflect on what they have learned in this lesson	The children use the following sentence starters to record their thoughts on this lesson and to think of ways in which they can help to generate awareness in others: <ol style="list-style-type: none"> 1. Something new I have learned ... 2. Something I have learned from people who live in other places ... 3. Something I can take responsibility for encouraging others to think about is 4. Something I will talk to my family members about is ...

ACTIVITIES SEQUENCE

Describe here in detail the sequence of the activities during the lesson and the time required. You can divide the activities into phases if needed.

Name of the activity	SEQUENCE No	Duration
1. Introduction – Brainstorming of Children’s Rights and comparison with the Summary Charter of Children’s Rights	1	10 mins
2. Examination of five of the Rights of Children from the Charter of Children’s Rights	2	15 mins
3. Children Around the World	3	20 mins
4. Snakes and Ladders game	4	10 mins
5. Conclusion – Reflection and Assessment	5	10 mins

TESTING / ASSESSMENT

The children will reflect on the lesson and record what they have learned using the following sentence starters:

1. Something new I have learned ...
2. I have learned from people who live in other places ...
3. Something I can take responsibility for encouraging others to think about is
4. Something I will talk to my family members about is ...

LEARNING RESOURCES/SERVICES/TOOLS

Provide information about any learning resources or services/tool that should support a learning activity.

Name of the activity	Name of learning resource or service/tool	Description of learning resource or service/tool
Introduction – Brainstorming of Children’s Rights and comparison with the Summary Charter of Children’s Rights	Whiteboard and markers Poster: Summary of Charter of Children’s Rights	Whiteboard to record the results of the children’s brainstorming session. See poster below. Source: https://pdst.ie/sites/default/files/08%20Walk%20All%206th%20Class_0.pdf
Examination of five of the Rights of Children from the Charter of Children’s Rights		
Children Around the World	Stories: Children from around the World	See Stories below. Source: https://pdst.ie/sites/default/files/08%20Walk%20All%206th%20Class_0.pdf
Snakes and Ladders game	Snakes and Ladders board, dice and counters	See Game Below. Source: https://pdst.ie/sites/default/files/08%20Walk%20All%206th%20Class_0.pdf
Conclusion – Reflection and Assessment	Reflection Worksheet	Worksheet with the following sentence starters: 1. Something new I have learned ... 2. I have learned from people who live in other places ... 3. Something I can take responsibility for encouraging others to think about is

[MetaCivicEdu – IRELAND – (1) Children's Rights]

4. Something I will talk to my family members about is

...

Summary of the Charter of Children's Rights

(adapted from Amnesty's Lift Off Programme)



Every child has the right to life

Every child has the right to a name and nationality

Children have a right to be with their family or those who will care for them best

Children have the right to enough food and clean water

Children have the right to an adequate standard of living

Children have a right to health care

Children with a disability have the right to special care and training

Children have the right to play

Children have the right to free and suitable education

Children have the right to be kept safe and not to be hurt or neglected

Children must not be used as cheap workers or as soldiers

Children must be allowed to speak their own language and practise their own religion and culture

Children have the right to say what they think and to meet together to express their views



Children from around the World



Florinda

Florinda, 14, comes from Angola in southern Africa. When war reached her home town, her family fled to Zambia. Tragically, her father was shot dead while they were trying to escape. The rest of the family ended up living in tents in a refugee camp in Zambia for two years. When the war was over, they wanted to return to Angola. 'The journey was terrible, because we had to wake up early in the morning and walk until midday. When the sun became too strong, we had to stop under the shadow of a tree', explained Florinda. 'Around 2pm we would continue walking until night. The hardest thing was we often had no food, so we had to keep walking without eating anything'. Two months later they still hadn't reached home. So they have settled in a village with lots of families who couldn't get home either.

When the family arrived at the village, they had nothing. An international charity has given the family a home starter kit – bucket, seeds, blankets and knives. They are now putting the final touches to their new house. 'We need to put some mud in the walls', Florinda's Mum says. At the moment Florinda and her brother are not able to go to school because their Mum can't afford to buy any school material.

Abebe

Abebe is 10-years-old. He lives on the streets of Addis Ababa, the capital of Ethiopia, in east Africa. Every morning he gets up at 5am and goes in search of things that other people have thrown out but that he might be able to sell at the local marketplace. He has his one meal of the day in the afternoon. In the evening, he looks for somewhere safe to sleep. Abebe would love the chance to go to school so that he could study to become a doctor. However, he would have to pay to go to school, and he doesn't have enough money or any family to help him. So it is unlikely he will be able to achieve his ambition.

Mariam

Eleven year old Mariam lives in Pakistan in a camp for people who were forced to leave their homes in Afghanistan. Her house is a single-roomed hut, which she lives in with her mother and her younger brother and sister. Every day she gets up at 6am, rolls up the bedding and sweeps the floor. Some days she takes her turn to go to the communal taps to queue for water. Mariam goes to a school for girls that was set up by the international aid agency that runs the camp; otherwise she might not be able to go at all, as her mother could not afford to send her. She has her one meal of the day when she comes home from school and then does her homework before the light fades, as they have no lamp in their home. Once it is dark, she helps her mother finish the chores and then goes to bed.

Children from around the World



Gilbert

Gilbert is 10-years-old. He lives in a village in northern Haiti. He walks to school and is glad to be able to go; some of his friends can't go because their families can't afford it. Every year he has to pass an exam to get into the next year of school. When he comes home from school, he helps his father weave tablemats for selling at the marketplace. After this, he plays with his friends. They don't have many toys, but they make their own kites from paper, sticks and strings, and see who can fly their kite the highest. For dinner he has rice and plantain. The village has electricity, but the electricity supply is weak and it is only on for a few hours. It is also not always on every day, so some evenings they finish the chores and homework by lamplight.

Sangeev

Sangeev is 11-years-old. He lives in India. He leaves the house early in the morning to walk to school with his friends. They go barefoot because it is hot and dusty where he lives. When he comes home, he helps his parents with different jobs. His main job is looking after the family's goats by feeding and milking them. When he has time, he likes to play football with his brother and their friends. For dinner, he usually has lentil stew with rice and chappatis (flat bread). At night he sleeps on a mat on the floor with his brother.

Angela

Angela lives in Kenya in east Africa. She lives with her grandmother, her two brothers and her baby sister. She gets up just as the sun is rising to collect water for the whole family, as there is no running water in their house. She has to walk to the water pipe that is shared by everyone in the area. It takes her about an hour to walk there and she often has to queue for her turn. Carrying the water up the hill to her house is hard work in the hot sun. In a village like Angela's, getting the water is a girl's job, but she doesn't mind because she knows that it is important and that her family needs the water. When she gets home, she boils the water to make sure it is safe for all of them to drink. Angela's brothers go to school, but her grandmother needs her to stay at home to help look after her baby sister, to help with the cooking and to do other jobs. Angela hopes that she will be able to go to school again sometime, as she would love to be a water engineer when she grows up and knows she needs to study a lot for that.

More stories about children's lives around the world can be found at:

www.globalgang.org

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

100	91		91	You can vote, you can say what you think	51	41		40	You have been unfavourably treated because you belong to a particular ethnic/religious group.
90	81		81	You are homeless	58	48		38	You may not use your own language
80	71		71	You help choose the leader for your country by vote.	57	47		28	Soldiers attacked your home
70?	61		61	You meet friends regularly	55	45		18	You are not allowed to meet as a group
60	51		51	You are treated fairly	52	42		15	You can go to school
50	41		41	You are denied access to legal aid	51	41		13	You are forbidden to marry
40	31		31	You have no food	53	43		12?	You can practise your religion
30	21		21	You have a fair trial	53	43		11?	You can visit relatives abroad
20	11?		11?	You are denied access to legal aid	52	42		10	You can practise your religion
1	Start								