

# Bringing Children's Rights Alive

Grade 6 Language Arts and Social Studies Lessons



Canadian International  
Development Agency

Agence canadienne de  
développement international

global   
classroom  
MOVE YOUR WORLD

unicef 

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UNICEF Canada, 2008

## TABLE OF CONTENTS

PAGE		
<b>4</b>	<b>Grade 6 ENGLISH LANGUAGE ARTS – Curriculum Expectations</b>	
<b>6</b>	Activity 1	English Language Arts: • Listening and Speaking – Rights & Wants
<b>11</b>	Activity 2	English Language Arts: • Reading <i>UN Convention on the Rights of the Child</i>
<b>17</b>	Activity 3	English Language Arts: • Reading & Speaking – Children’s Rights in the “Real World”
<b>20</b>	Activity 4	English Language Arts: • Viewing & Writing – If the World Were a Village
<b>25</b>	<b>Grade 6 SOCIAL STUDIES – Curriculum Expectations</b>	
<b>27</b>	Activity 1	Social Studies: • Individuals, Societies and Economic Decisions • Industrialized, Developing, and Least Developed Countries
<b>29</b>	Activity 2	Social Studies: • Individuals, Societies and Economic Decisions • World Trivia Challenge!
<b>32</b>	Activity 3	Social Studies: • Individuals, Societies and Economic Decisions • Food
<b>34</b>	Activity 4	Social Studies: • Individuals, Societies and Economic Decisions • Education
<b>37</b>	Activity 5	Social Studies: • Individuals, Societies and Economic Decisions • Health
<b>41</b>	Activity 6	Social Studies: • Individuals, Societies and Economic Decisions; Interdependence • Work
<b>43</b>	Sources	

## Grade 6 English Language Arts – Pan-Canadian General (Overall) Expectations

	Western and Northern Provinces and Territories	Ontario	Quebec	Atlantic Provinces
LISTENING	<ul style="list-style-type: none"> <li>students will listen to explore thoughts, ideas, feelings, and experiences</li> <li>students will listen to comprehend and respond personally and critically to oral texts</li> <li>students will listen to manage ideas and information</li> <li>students will listen to enhance the clarity and artistry of communication</li> <li>students will listen to celebrate and build community</li> </ul>	<ul style="list-style-type: none"> <li>listen in order to understand and respond appropriately in a variety of situations for a variety of purposes</li> <li>reflect on and identify their strengths as listeners, areas of improvement, and the strategies they found most helpful in oral communication situations</li> </ul>	<ul style="list-style-type: none"> <li>to listen to literary, popular, and information-based texts</li> <li>to use a response process when listening to literary, popular, and information-based texts</li> <li>to construct her/his own view of the world through listening to literary, popular, and information-based texts</li> </ul>	<ul style="list-style-type: none"> <li>listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences</li> <li>interact with sensitivity and respect, considering situation, audience, and purpose</li> </ul>
SPEAKING	<ul style="list-style-type: none"> <li>students will speak to explore thoughts, ideas, feelings, and experiences</li> <li>students will speak to comprehend and respond personally and critically to oral, print, and other media texts</li> <li>students will speak to manage ideas and information</li> <li>students will speak to enhance the clarity and artistry of communication</li> <li>students will speak to celebrate and build community</li> </ul>	<ul style="list-style-type: none"> <li>use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes</li> <li>reflect on and identify their strengths as speakers, areas of improvement, and the strategies they found most helpful in oral communication situations</li> </ul>	<ul style="list-style-type: none"> <li>to use language (talk) for learning and thinking</li> <li>to use language (talk) to communicate information, experiences, and point of view</li> <li>to interact in collaborative group activities in a variety of roles</li> </ul>	<ul style="list-style-type: none"> <li>speak to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences</li> <li>communicate information and ideas effectively and clearly, and to respond personally and critically</li> <li>interact with sensitivity and respect, considering situation, audience, and purpose</li> </ul>
READING	<ul style="list-style-type: none"> <li>students will read to explore thoughts, ideas, feelings, and experiences</li> <li>students will read to comprehend and respond personally and critically to print texts</li> <li>students will read to manage ideas and information</li> <li>students will read to enhance the clarity and artistry of communication</li> <li>students will read to celebrate and build community</li> </ul>	<ul style="list-style-type: none"> <li>read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning</li> <li>recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning</li> <li>use knowledge of words and cueing systems to read fluently</li> <li>reflect on and identify their strategies as readers, areas for improvement, and the strategies they found most helpful before, during, and after reading</li> </ul>	<ul style="list-style-type: none"> <li>to read literary, popular, and information-based texts</li> <li>to use a response process when reading literary, popular, and information-based texts</li> <li>to construct her/his own view of the world through reading literary, popular, and information-based texts</li> <li>to construct a profile of self as reader</li> <li>to self-evaluate her/his reading development</li> <li>to construct meaning by applying appropriate reading strategies</li> </ul>	<ul style="list-style-type: none"> <li>select and read with understanding a range of literature, information, and media texts</li> <li>interpret, select, and combine information using a variety of strategies, resources, and technologies</li> <li>respond personally to a range of texts</li> <li>respond critically to a range of texts, applying their understanding of language, form, and genre</li> </ul>

## Grade 6 English Language Arts – Pan-Canadian General (Overall) Expectations

	Western and Northern Provinces and Territories	Ontario	Quebec	Atlantic Provinces
WRITING	<ul style="list-style-type: none"> <li>students will write to explore thoughts, ideas, feelings, and experiences</li> <li>students will write to comprehend and respond personally and critically to oral, print, and other media texts</li> <li>students will write to manage ideas and information</li> <li>students will write to enhance the clarity and artistry of communication</li> <li>students will write to celebrate and build community</li> </ul>	<ul style="list-style-type: none"> <li>generate, gather, and organize ideas and information to write for an intended purpose</li> <li>draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience</li> <li>use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively</li> <li>reflect on and identify their strengths as writers, areas for improvement, and the strategies they found most helpful at different stages in the writing process</li> </ul>	<ul style="list-style-type: none"> <li>to write self-expressive, narrative, and information-based texts</li> <li>to follow a process when writing</li> <li>to construct profile of self as writer</li> <li>to use writing as a system for communicating and constructing meaning</li> <li>to self-evaluate her/his writing development</li> <li>to integrate her/his knowledge of texts into own writing</li> </ul>	<ul style="list-style-type: none"> <li>use writing to explore, clarify, and reflect on their thoughts, feelings, experiences, and learning; and to use their imagination</li> <li>create texts collaboratively and independently, using a variety of texts forms for a range of audiences and purposes</li> <li>use a range of strategies to develop effective writing and to enhance their clarity, precision, and effectiveness</li> </ul>
VIEWING	<ul style="list-style-type: none"> <li>students will view to explore thoughts, ideas, feelings, and experiences</li> <li>students will view to comprehend and respond personally and critically to media texts</li> <li>students will view to manage ideas and information</li> <li>students will view to enhance the clarity and artistry of communication</li> <li>students will view to celebrate and build community</li> </ul>	<ul style="list-style-type: none"> <li>demonstrate an understanding of a variety of media texts</li> <li>identify some media forms and explain how the conventions and techniques associated with them are used to create meaning</li> <li>reflect on and identify their strengths as media interpreters, areas for improvement, and the strategies they found most helpful in understanding media texts</li> </ul>	<ul style="list-style-type: none"> <li>to follow a process to respond to media texts</li> <li>to construct her/his own view of the world through media</li> <li>to self-evaluate her/his development as a viewer of media texts</li> <li>to apply appropriate strategies for constructing meaning</li> </ul>	<ul style="list-style-type: none"> <li>select and view with understanding a range of visual texts</li> <li>interpret, select, and combine information using a variety of strategies, resources, and technologies</li> </ul>
REPRESENTING	<ul style="list-style-type: none"> <li>students will represent to explore thoughts, ideas, feelings, and experiences</li> <li>students will represent to comprehend and respond personally and critically to oral, print, and other media texts</li> <li>students will represent to manage ideas and information</li> <li>students will represent to enhance the clarity and artistry of communication</li> <li>students will represent to celebrate and build community</li> </ul>	<ul style="list-style-type: none"> <li>create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques</li> <li>reflect on and identify their strengths as media creators, areas for improvement, and the strategies they found most helpful in creating media texts</li> </ul>	<ul style="list-style-type: none"> <li>to represent her/his literacy in different media</li> <li>to follow a production process in order to communicate for specific purposes to a specified audience</li> <li>to self-evaluate her/his development as a producer of media texts</li> </ul>	<ul style="list-style-type: none"> <li>use other ways of representing to explore, clarify, and reflect on their thoughts, feelings, experiences, and learning; and to use their imagination</li> <li>create texts collaboratively and independently, using a variety of texts forms for a range of audiences and purposes</li> <li>use a range of strategies to develop other ways of representing and to enhance their clarity, precision, and effectiveness</li> </ul>

## ACTIVITY 1 ENGLISH LANGUAGE ARTS: LISTENING AND SPEAKING

### Rights & Wants

**PURPOSE:**

- To learn what rights are, what wants are, and what the difference is between them
- To practice listening and speaking skills

**RESOURCES:**

- Rights & Wants cards (copied, cut, and put in envelopes; one set for each pair of students)
- Rights & Wants cards (enlarged and posted in a column on the blackboard or wall)

#### Activity

1. Divide the students into pairs.
2. Distribute the Rights & Wants card envelopes to each pair.
3. Have the students imagine that they have all these items:
  - How do you feel having all these items?
4. Tell the pairs that they have to give up two items. Give the pairs 1 minute to discuss and decide.
5. Have each pair share its decision, then, as a class, make a decision (strive for consensus).
6. On the blackboard or wall, move the items that have been given up to a new column.
7. Tell the pairs that they have to give up three items. Give the pairs 1 minute to discuss and decide.
8. Have each pair share its decision, then, as a class, make a decision (strive for consensus).
9. On the blackboard or wall, move the items that have been given up to the new column.
10. Tell the pairs that they have to give up four items. Give the pairs 1 minute to discuss and decide.
11. Have each pair share its decision, then, as a class, make a decision (strive for consensus).
12. On the blackboard or wall, move the items that have been given up to the new column.
13. Discuss the items that have been kept and those that have been given up:
  - How do you feel having given up 9 out of the 20 items that you once had?
  - How are the items that you kept similar?
  - How are the items that you gave up similar?
  - What is the main difference between the items that you gave up and the items that you kept?
14. Tell the student that the items that were kept are considered **rights** (basic needs).
15. Tell students that the items that were not kept are considered **wants** (not basic needs).
16. Discuss:
  - Do you think all the people in the world have the things (materials goods, etc.) that they might want? Why?
  - Do you think all the people in the world have the rights that they need? Why?

#### Teaching Tip

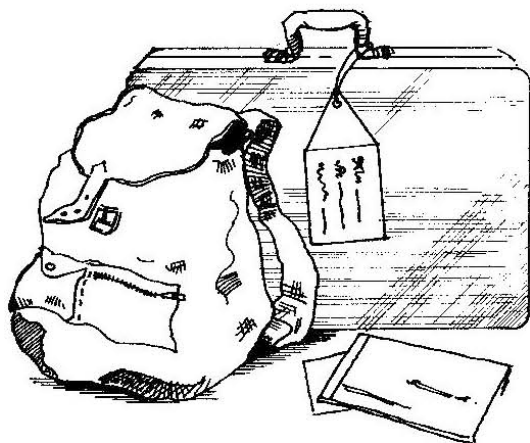
*This task requires a lot of **active listening**, which is listening with the intention of learning. In an active listening task, students can demonstrate that they are listening by taking notes, answering questions, and responding to their peers' ideas. Encourage them to use language like: "I agree with... because..." or "I disagree with... because..." Try recording the discussion so that it can be used as assessment.*



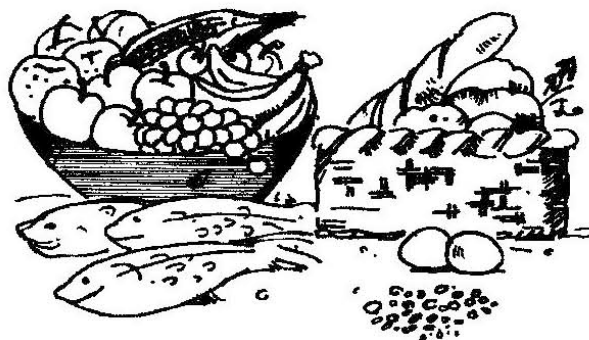
Decent shelter



Clothes in the latest style



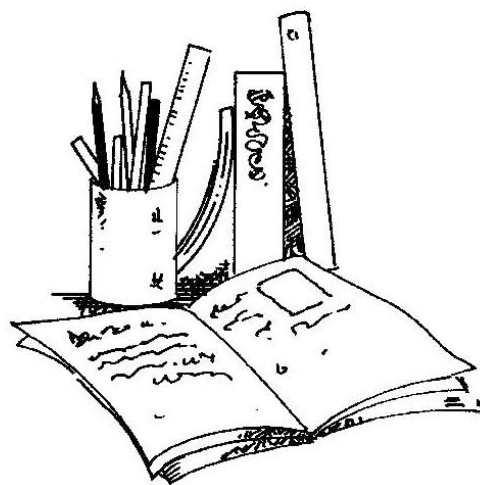
Holiday trips



Nutritious food



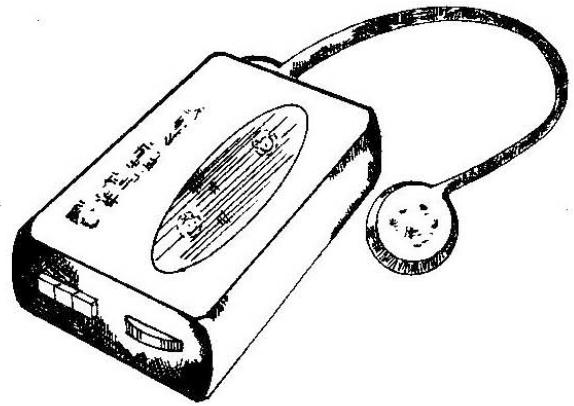
Protection from abuse and neglect



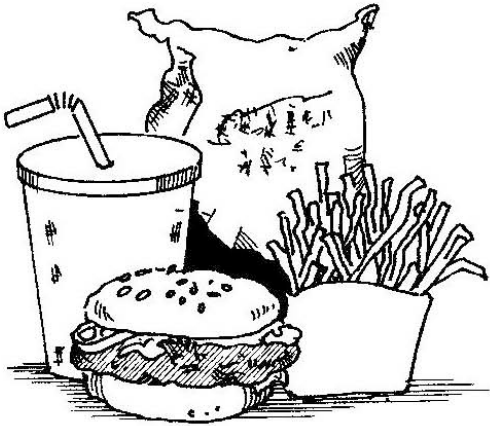
Education



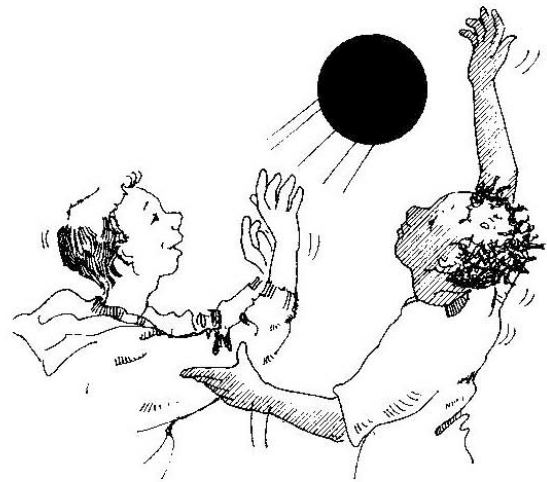
Clean air



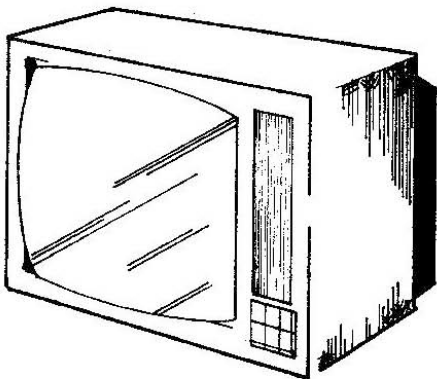
A personal stereo



Fast food



Playgrounds and recreation



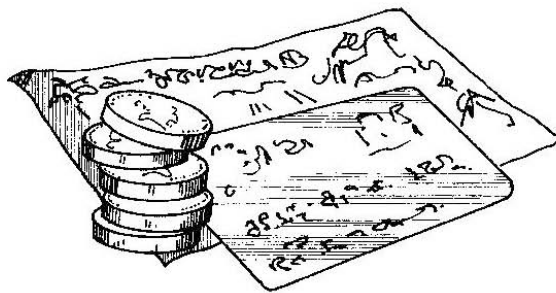
A television set



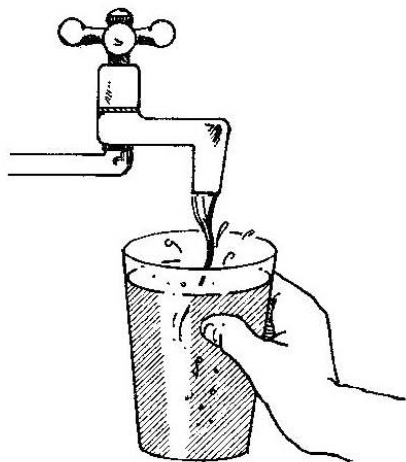
Opportunities to practise your own culture, language and religion



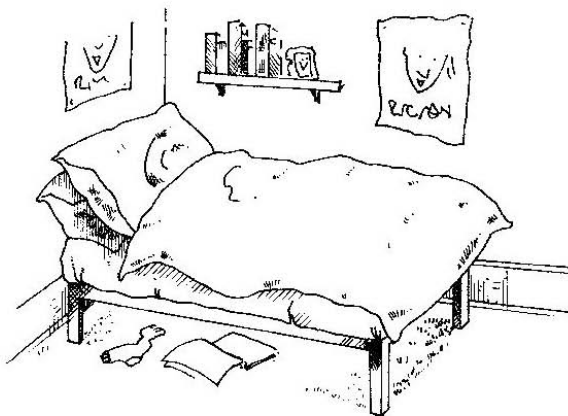
Opportunities to share opinions



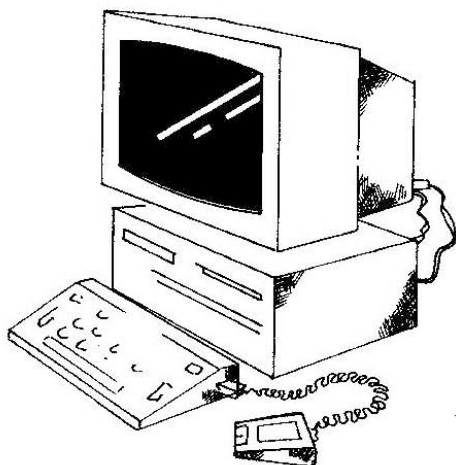
Money to spend as you like



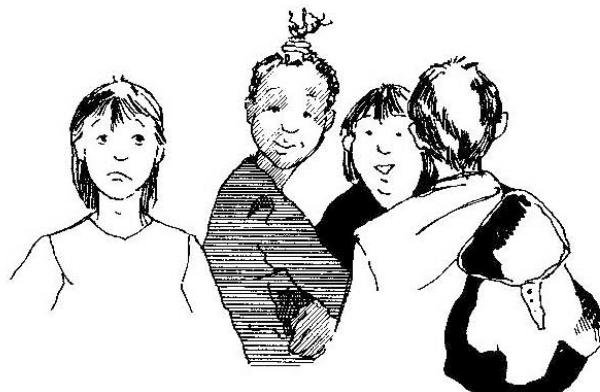
Clean water



Your own bedroom



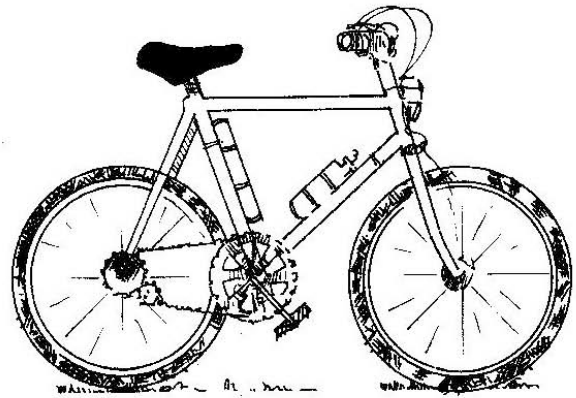
A personal computer



Fair treatment and non-discrimination



Health care



A bicycle

## ACTIVITY 2 ENGLISH LANGUAGE ARTS: READING

# United Nations Convention on the Rights of the Child

**PURPOSE:**

- To read the articles in the United Nations Convention on the Rights of the Child
- To sort the rights into 3 categories: provision rights, protections rights, and participation rights

**RESOURCES:**

- "United Nations Convention on the Rights of the Child" (one for each student)
- "United Nations Convention on the Rights of the Child" Cut-outs (cut and put in an envelope; one per group)
- "United Nations Convention on the Rights of the Child" Sorting Chart (one per group)
- "United Nations Convention on the Rights of the Child" Sorting Chart overhead (optional)
- Overhead projector, blackboard, or chart paper
- Overhead markers, chalk, or marker

- Activity:**
1. Review the definitions and difference between rights and luxuries.
  2. Introduce and distribute the United Nations Convention on the Rights of the Child.
  3. Divide students into groups of two or three.
  4. Distribute the "United Nations Convention on the Rights of the Child" Cut-outs and Sorting Chart.
  5. Introduce the three kinds of rights: **provision rights**, **protection rights**, and **participation rights**.
  6. Sort a few of the rights into the three categories (see below).
  7. Have the students read and sort the rest of the rights into the three categories.
  8. Take up the answers (see below) and have students record the answers on their handout.

Answers:	<u>Provision Rights</u>	<u>Protection Rights</u>	<u>Participation Rights</u>
	Article 6	Article 3	Article 1
	Article 7	Article 4	Article 2
	Article 8	Article 11	Article 5
	Article 9	Article 19	Article 12
	Article 10	Article 21	Article 13
	Article 16	Article 22	Article 14
	Article 18	Article 32	Article 15
	Article 20	Article 33	Article 17
	Article 23	Article 34	Article 29
	Article 24	Article 35	Article 30
	Article 25	Article 36	
	Article 26	Article 37	
	Article 27	Article 38	
	Article 28	Articles 43 to 54	
	Article 31		
	Article 39		
	Article 40		
	Article 41		
	Article 42		

### Teaching Tip

*This is a modified concept formation task. In most concept formation tasks, there is a set of information that students must examine and sort into categories that have not been made known to them. Concept formation tasks encourage students to think critically and break large amounts of information into smaller, more meaningful, and more manageable chunks.*

# United Nations Convention on the Rights of the Child

## Article 1

Everyone under 18 has these rights

## Article 2

All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.

## Article 3

All adults should do what is best for you. When adults make decisions, they should think about how their decisions will affect children.

## Article 4

The government has a responsibility to make sure your rights are protected. They must help your family protect your rights and create an environment where you can grow and reach your potential.

## Article 5

Your family has the responsibility to help you learn to exercise your rights, and to ensure that your rights are protected.

## Article 6

You have the right to be alive.

## Article 7

You have a right to a name, and this should be officially recognized by the government. You have the right to a nationality (to belong to a country).

## Article 8

You have the right to an identity – an official record of who you are. No one should take this away from you.

## Article 9

You have a right to live with your parent(s), unless it is bad for you. You have the right to live with a family you cares for you.

## Article 10

If you live in a different country than your parents do, you have the right to be together in the same place.

## Article 11

You have the right to be protected from kidnapping.

## Article 12

You have the right to give your opinion, and for adults to listen and take it seriously.

## Article 13

You have the right to find out things and share what you think with others, by talking, drawing, writing or in any other way unless it harms or offends other people.

## Article 14

You have the right to choose your own religion and beliefs. Your parents should help you decide what is right and wrong, and what is best for you.

## Article 15

You have the right to choose your own friends and join or set up groups, as long as it isn't harmful to others.

## Article 16

You have the right to privacy.

## Article 17

You have the right to get information that is important to your well-being, from radio, newspaper, books, computers, and other sources. Adults should make sure that the information is not harmful and help you find and understand the information you need.

## Article 18

You have the right to be raised by your parent(s) if possible.

## Article 19

You have the right to be protected from being hurt and mistreated in body or mind.

## Article 20

You have the right to special care and help if you cannot live with your parents.

## Article 21

You have the right to care and protection if you are adopted or in foster care.

**Article 22**

You have the right to special protection and help if you are a refugee (if you have been forced to leave your home and live in another country), as well as all the rights in this Convention.

**Article 23**

You have the right to special education and care if you have a disability, as well as all the rights in this Convention, so that you can live a full life.

**Article 24**

You have the right to the best health care possible, safe water to drink, nutritious food, a clean and safe environment, and information to help you stay well.

**Article 25**

If you live in care or in other situations away from home, you have the right to have these living arrangements looked at regularly to see if they are the most appropriate.

**Article 26**

You have the right to help from the government if you are poor or in need.

**Article 27**

You have the right to food, clothing, a safe place to live and to have your basic needs met. You should not be disadvantaged so that you can't do many of the things other kids can do.

**Article 28**

You have the right to a good quality education. You should be encouraged to go to school to the highest level that you can.

**Article 29**

Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.

**Article 30**

You have the right to practice your own culture, language and religion – or any you choose. Minority indigenous groups need special protection of this right.

**Article 31**

You have the right to play and rest.

**Article 32**

You have the right to protection from work that harms you, and is bad for your health and education. If you work, you have the right to be safe and paid fairly.

**Article 33**

You have the right to protection from harmful drugs and from the drug trade.

**Article 34**

You have the right to be free from sexual abuse.

**Article 35**

No one is allowed to kidnap or sell you.

**Article 36**

You have the right to protection from any kind of exploitation (being taken advantage of).

**Article 37**

No one is allowed to punish you in a cruel or harmful way.

**Article 38**

You have the right to protection and freedom from war. Children under 15 cannot be forced into the army or take part in war.

**Article 39**

You have the right to help if you've been hurt, neglected or badly treated.

**Article 40**

You have the right to legal help and fair treatment in a justice system that respects your rights.

**Article 41**

If the laws of your country provide better protection of your rights than the articles in this Convention, those laws should apply.

**Article 42**

You have the right to know your rights! Adults should know about these rights and help you learn about them, too.

**Article 43 to 54**

These articles explain how governments and international organizations like UNICEF will work to ensure children are protected with their rights.




## “United Nations Convention on the Rights of the Child” Cut-outs

<p><b>Article 1</b> Everyone under 18 has these rights.</p>	<p><b>Article 16</b> You have the right to privacy.</p>
<p><b>Article 2</b> All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.</p>	<p><b>Article 17</b> You have the right to get information that is important to your well-being, from radio, newspaper, books, computers, and other sources. Adults should make sure that the information is not harmful and help you find and understand the information you need.</p>
<p><b>Article 3</b> All adults should do what is best for you. When adults make decisions, they should think about how their decisions will affect children.</p>	<p><b>Article 14</b> You have the right to choose your own religion and beliefs. Your parents should help you decide what is right and wrong, and what is best for you.</p>
<p><b>Article 4</b> The government has a responsibility to make sure your rights are protected. They must help your family protect your rights and create an environment where you can grow and reach your potential.</p>	<p><b>Article 22</b> You have the right to special protection and help if you are a refugee (if you have been forced to leave your home and live in another country), as well as all the rights in this Convention.</p>
<p><b>Article 5</b> Your family has the responsibility to help you learn to exercise your rights, and to ensure that your rights are protected.</p>	<p><b>Article 24</b> You have the right to the best health care possible, safe water to drink, nutritious food, a clean and safe environment, and information to help you stay well.</p>
<p><b>Article 6</b> You have the right to be alive.</p>	<p><b>Article 31</b> You have the right to play and rest.</p>
<p><b>Article 23</b> You have the right to special education and care if you have a disability, as well as all the rights in this Convention, so that you can live a full life.</p>	<p><b>Article 7</b> You have a right to a name, and this should be officially recognized by the government. You have the right to a nationality (to belong to a country).</p>
<p><b>Article 8</b> You have the right to an identity – an official record of who you are. No one should take this away from you.</p>	<p><b>Article 12</b> You have the right to give your opinion, and for adults to listen and take it seriously.</p>
<p><b>Article 9</b> You have a right to live with your parent(s), unless it is bad for you. You have the right to live with a family you cares for you.</p>	<p><b>Article 28</b> You have the right to a good quality education. You should be encouraged to go to school to the highest level that you can.</p>
<p><b>Article 10</b> If you live in a different country than your parents do, you have the right to be together in the same place.</p>	<p><b>Article 18</b> You have the right to be raised by your parent(s) if possible.</p>
<p><b>Article 11</b> You have the right to be protected from kidnapping.</p>	<p><b>Article 34</b> You have the right to be free from sexual abuse.</p>

## “United Nations Convention on the Rights of the Child” Cut-outs

<p><b>Article 13</b> You have the right to find out things and share what you think with others, by talking, drawing, writing or in any other way unless it harms or offends other people.</p>	<p><b>Article 41</b> If the laws of your country provide better protection of your rights than the articles in this Convention, those laws should apply.</p>
<p><b>Article 15</b> You have the right to choose your own friends and join or set up groups, as long as it isn't harmful to others.</p>	<p><b>Article 36</b> You have the right to protection from any kind of exploitation (being taken advantage of).</p>
<p><b>Article 19</b> You have the right to be protected from being hurt and mistreated, in body or mind.</p>	<p><b>Article 37</b> No one is allowed to punish you in a cruel or harmful way.</p>
<p><b>Article 20</b> You have the right to special care and help if you cannot live with your parents.</p>	<p><b>Article 39</b> You have the right to help if you've been hurt, neglected or badly treated.</p>
<p><b>Article 21</b> You have the right to care and protection if you are adopted or in foster care.</p>	<p><b>Article 40</b> You have the right to legal help and fair treatment in a justice system that respects your rights.</p>
<p><b>Article 25</b> If you live in care or in other situations away from home, you have the right to have these living arrangements looked at regularly to see if they are the most appropriate.</p>	<p><b>Article 38</b> You have the right to protection and freedom from war. Children under 15 cannot be forced into the army or take part in war.</p>
<p><b>Article 26</b> You have the right to help from the government if you are poor or in need.</p>	<p><b>Article 35</b> No one is allowed to kidnap or sell you.</p>
<p><b>Article 27</b> You have the right to food, clothing, a safe place to live and to have your basic needs met. You should not be disadvantaged so that you can't do many of the things other kids can do.</p>	<p><b>Article 29</b> Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.</p>
<p><b>Article 30</b> You have the right to practice your own culture, language and religion – or any you choose. Minority indigenous groups need special protection of this right.</p>	<p><b>Article 42</b> You have the right to know your rights! Adults should know about these rights and help you learn about them, too.</p>
<p><b>Article 32</b> You have the right to protection from work that harms you, and is bad for your health and education. If you work, you have the right to be safe and paid fairly.</p>	<p><b>Articles 43 to 54</b> These articles explain how governments and international organizations like UNICEF will work to ensure children are protected with their rights.</p>

# "United Nations Convention on the Rights of the Child" Sorting Chart

<b>Provision Rights</b> (give children their basic needs)	<b>Protection Rights</b> (keep children out of harm)	<b>Participation Rights</b> (give children opportunities to share their ideas)
		

## ACTIVITY 3 ENGLISH LANGUAGE ARTS: READING & SPEAKING

### Children's Rights in the "Real World"

- PURPOSE:**
- To read stories about children around the world who have had their rights violated or granted
  - To match the stories to the specific rights (articles of the Convention) that have been violated or granted
  - To practice reading and speaking skills

- RESOURCES:**
- *Rights Stories* (copied and cut out)
  - *Rights* (copied and cut out)

- Activity:**
1. Review the definitions and difference between rights and luxuries.
  2. Review the difference between provision rights, protection rights, and participation rights.
  3. Give each student either a Rights Stories card or a Rights card (pair students or cards as needed).
  4. Have the students with the Rights cards read their articles aloud (to aid those with the stories).
  5. Have the students walk around and match the rights stories with the appropriate rights.
  6. Have the matched pairs or groups sit and discuss their stories and rights:
    - What is the connection between the rights story and the right?
    - Has the right been violated or granted?
    - If a right has been violated, what could be done to grant the child her or his right?
    - If a right has been granted, how would the child's life been different if it had not?
  7. Have each matched pair or group prepare and present their rights stories, rights, and ideas.

- Answers:**
- Asia 1 – Article 9, 18, 20
  - Asia 2 – Article 32, 36
  - Europe 1 – Article 38, 39
  - Europe 2 – Article 23
  - Africa 1 – Article 24
  - Africa 2 – Article 38, 35
  - South America 1 – Article 8
  - South America 2 – Article 33, 31
  - North America 1 – Article 13
  - North America 2 – Article 24
  - Oceania 1 – Article 17
  - Oceania 2 – Article 28

#### Teaching Tip

*This mix-and-match task uses cooperative learning strategies. In a mix-and-match task, each individual is responsible for some work, each individual depends on at least one other person to reach the goal, and each individual must communicate face-to-face with at least one other person. Mix-and-match tasks encourage students to walk around, cooperate with their peers, and better understand new ideas.*

## Rights Stories

ASIA 1	<p>In December 2004, a powerful tsunami hit southern Asia, killing over 200,000 people. In Indonesia, a 7-year-old girl named Putri was separated from her parents when the tsunami wiped out her entire village. Kind strangers found Putri and registered her with a children's centre. While the strangers cared for Putri, her dad, Amirudin, searched for her for three weeks and was reunited with her with the help of the centre.</p>	ASIA 2	<p>In some families in Bangladesh, child labour earns about one-third of the families' income. Some children work as brick-breakers, like Hosnaera, who has worked as brick-breaker since she was 9 years old. She spent most of her time breaking red bricks with a hammer, earning about 35 cents a day. "The employer used to cheat me on the length and height of the bricks," says Hosnaera. "Now I've learned to count."</p>
EUROPE 1	<p>From 1992 and 1995, there was a war between Bosnia Herzegovina and the former Yugoslavia. Though the war is over, there are still lots of unexploded landmines which threaten children. When Nickola was 3, he found an object that looked like a shiny metal toy. The "toy" (a landmine) exploded and destroyed three fingers on his right hand. "Children should never be punished, as I was, by their curiosity and innocent desire to play," says Nickola.</p>	EUROPE 2	<p>In Georgia, there are over 10,700 children who do not go to school because they have disabilities. Some of them are kept at home, while others are sent to special institutions that limit their learning and development. Lali and Natia both have cerebral palsy. Fortunately, they are able to go to kindergarten with their parents, where they participate in activities with other children. "I can now hold my toy," says Natia happily.</p>
AFRICA 1	<p>In Liberia, one of the biggest killers of children is malaria, a disease carried and transmitted by infected mosquitoes. In 2007, Spread the Net and UNICEF Canada purchased 40,000 insecticide-treated bednets to give to children and pregnant women in Liberia. If the nets are properly used, they can protect the children and pregnant women from mosquitoes, kill the mosquitoes, and reduce the death of children by malaria by 20%</p>	AFRICA 2	<p>In the entire world, there are over 250,000 child soldiers who are fighting in adult battles. During Angola's 27-year civil war, thousands of children were kidnapped and forced to fight. One of these children was Frederico, who participated in the bloody war for nine years. Since then, the government has agreed to let all the children in armies go. "I want to go home... I want to see my family," said Frederico.</p>
SOUTH AMERICA 1	<p>In Venezuela, it is estimated that there are over a million children under the age of 18 who were not registered at birth, which means that, according to official government records, they do not exist. "My mother did not have papers, so we do not either," said Maria Josefina Beomon. "My daughter does not have papers." Due to this, both Maria and her daughter are denied other rights, like school and medical care.</p>	SOUTH AMERICA 2	<p>In Brazil, in the slums of Rio de Janeiro, there has been a lot of violence that has affected children and adolescents. Pablo was 2 years old when drug dealers killed his father and 10 years old when they killed his mother. Pablo became rebellious but, over time, he transformed. With the help of Child Hope Space*, Pablo began to play soccer. "Now I'm a soccer player, but when I'm an adult, I'll be a soccer coach," says Pablo with a smile.</p>
NORTH AMERICA 1	<p>In Mexico, in 2000, there was a National Survey of Children and Adolescents. This survey happened on the same day as the federal elections and gave the children between the ages of 6 and 17 (who were too young to vote) a chance to share their opinions with the government. Julio, age 6, wrote: "I want my city to be clean and free of violence" and Diego, age 14, wrote: "...every child has the right to the same education."</p>	CENTRAL AMERICA	<p>In Nicaragua, the people of Piedras Grandes used to walk to the river and bring water back to their homes in jugs and buckets. However, the water was not safe and caused lots of illnesses. In 2002, the community formed a Drinking Water and Sanitation Committee, which included both adolescents and adults. A well was installed, and now, teenaged volunteers visit homes to make sure that people store and use their water safely.</p>
OCEANIA 1	<p>Vanuatu includes 83 different islands in the Pacific Ocean. Since the islands are far apart from each other, it has been difficult to get information to the farthest, most isolated places. In early 2004, the Community Radio Society of Tafea started to set up an FM radio network for those who lived in the province. In November 2004, the children of Tafea could hear radio broadcasts for the very first time.</p>	OCEANIA 2	<p>On Bougainville Island, there are thousands of children who were not able to go to school because of a war from 1988 to 1998. During this time, many schools were burned down and many teachers ran away. "I was hiding in the mountains most of the time... I couldn't go to school often," remembered Genevieve. As a result, Genevieve was 17 years old when she started Grade 5 at St. Andrew's Primary School.</p>

\* UNICEF funds and supports the work of Child Hope Space, in partnership with the government and Viva Rio, and is helping to expand and upgrade current activities to protect children's enjoyment of their rights.

## Rights

<b>ARTICLE 9</b>	You have a right to live with your parent(s), unless it is bad for you. You have the right to live with a family who cares for you.	<b>ARTICLE 18</b>	You have the right to be raised by your parent(s) if possible.
<b>ARTICLE 20</b>	You have the right to special care and help if you cannot live with your parents.	<b>ARTICLE 32</b>	You have the right to protection from work that harms you, and is bad for your health and education. If you work, you have the right to be safe and paid fairly.
<b>ARTICLE 36</b>	You have the right to protection from any kind of exploitation (being taken advantage of).	<b>ARTICLE 38</b>	You have the right to protection and freedom from war. Children under 15 cannot be forced into the army or take part in war.
<b>ARTICLE 39</b>	You have the right to help if you've been hurt, neglected or badly treated.	<b>ARTICLE 23</b>	You have the right to special education and care if you have a disability, as well as all the rights in this Convention, so that you can live a full life.
<b>ARTICLE 24</b>	You have the right to the best health care possible, safe water to drink, nutritious food, a clean and safe environment, and information to help you stay well.	<b>ARTICLE 35</b>	You have the right to be free from kidnapping and being sold.
<b>ARTICLE 8</b>	You have the right to an identity – an official record of who you are. No one should take this away from you.	<b>ARTICLE 33</b>	You have the right to protection from harmful drugs and from the drug trade.
<b>ARTICLE 31</b>	You have the right to play and rest.	<b>ARTICLE 13</b>	You have the right to find out things and share what you think with others, by talking, drawing, writing or in any other way unless it harms or offends other people.
<b>ARTICLE 17</b>	You have the right to get information that is important to your well-being, from radio, newspaper, books, computers, and other sources. Adults should make sure that the information is not harmful and help you find and understand the information you need.	<b>ARTICLE 28</b>	You have the right to a good quality education. You should be encouraged to go to school to the highest level that you can.

**ACTIVITY 4** ENGLISH LANGUAGE ARTS: VIEWING & WRITING**If the World Were a Village**

**PURPOSE:**

- To watch *If the World Were a Village*, answer questions, and write a response
- To practice viewing and writing skills

**RESOURCES:**

- *If the World Were a Village* video (available from [http://www.firetheimagination.ca/.](http://www.firetheimagination.ca/))
- *If the World Were a Village* questions (one for each student)

- Activity:**
1. Review the definitions and difference between rights and luxuries.
  2. Review the difference between provision rights, protection rights, and participation rights.
  3. Introduce the *If the World Were a Village* video and distribute the questions.
  4. Read the questions with the class, so that students know for what to listen.
  5. Watch the video and have students answer the questions.
  6. Discuss the answers.

**Teaching Tip**

*This viewing response task uses retell, relate, reflect strategies. In a viewing, reading, or listening response task, retell questions encourage the lowest level of thinking (find, list, repeat etc.), relate questions encourage a higher level of thinking (compare, contrast, connect etc.), and reflect questions encourage the highest level of thinking (predict, analyze, evaluate etc.). If students can retell, relate, and reflect on information, that demonstrates that they have understood it fully.*

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**RETELL****If the World Were a Village**

There are over **1** \_\_\_\_\_ people in the world, but we can imagine the world as a village of 100 people. If the world were a village of 100 people, **2** \_\_\_\_\_ would come from Asia, **3** \_\_\_\_\_ would come from Africa, **4** \_\_\_\_\_ would come from North America, **5** \_\_\_\_\_ would come from Central and South America, **6** \_\_\_\_\_ would come from Europe, and **7** \_\_\_\_\_ would come from Oceania. All of these people would make up our village.

There are hundreds of different languages in the world, but over half the people in the world speak eight languages! If the world were a village of 100 people, **8** \_\_\_\_\_ would speak a Chinese dialect, nine would speak **9** \_\_\_\_\_, **10** \_\_\_\_\_ would speak Hindi, seven would speak **11** \_\_\_\_\_, **12** \_\_\_\_\_ would speak Bengali, four would speak **13** \_\_\_\_\_, **14** \_\_\_\_\_ would speak Russian, and three would speak **15** \_\_\_\_\_. If you could speak all these languages, you would be able to communicate with the majority of people in the village.

Some people in the world are young like you, but others are much older. If the world were a village of 100 people **16** \_\_\_\_\_ would be between the ages 0 and 19, **17** \_\_\_\_\_ would be between the ages 20 and 49, **18** \_\_\_\_\_ would be between the ages 50 and 79, and **19** \_\_\_\_\_ would be over the age of 80. All of these people would make different contributions to the village.

You have a unique culture, and you and your family might practice a religion that is part of your culture. If the world were a village of 100 people, **20** \_\_\_\_\_ would be Christian, 19 would be **21** \_\_\_\_\_, **22** \_\_\_\_\_ would be Hindu, 12 would practice **23** \_\_\_\_\_, **24** \_\_\_\_\_ would be Buddhist, one would be **25** \_\_\_\_\_, and **26** \_\_\_\_\_ would practice no specific religion. Although some of these people would practice different religions, all their religions would teach them to care for others.

If the world were a village of 100 people, **27** \_\_\_\_\_ would be of school age but only **28** \_\_\_\_\_ would go to school. The other seven would not have a school to attend, would work in fields or factories, or would stay home. These seven children would never learn to read or write.

All the money in the world is not divided equally; some people have much more than others. If the world were a village of 100 people, only the 20 richest would have **29** \_\_\_\_\_, while the 20 poorest would have **30** \_\_\_\_\_. The remaining **31** \_\_\_\_\_ people would have something in between the 20 richest and the 20 poorest. However, if all the money in the world were divided equally, everyone would have enough to survive happily.

Sadly, not everyone in the world has enough food to eat. If the world were a village of 100 people, **32** \_\_\_\_\_ would always have enough to eat, 16 would be **33** \_\_\_\_\_, **34** \_\_\_\_\_ would always be hungry, and 26 would be **35** \_\_\_\_\_. The village, though, would produce enough food for everyone.

Apart from humans, there are lots of other animals in the world! If the world were a village of 100 people, there would be **36** \_\_\_\_\_ sheep and goats, **37** \_\_\_\_\_ cows, bulls, and oxen, **38** \_\_\_\_\_ pigs, **39** \_\_\_\_\_ camels, **40** \_\_\_\_\_ horses, and **41** \_\_\_\_\_ chickens. Yes, there would be almost twice as many chickens as people! Some of these animals would help us grow food, while others would become our food.

Air and water are important components of our environment. In fact, our entire world is surrounded by air and most of it is covered with water. However, not all of it is safe to use and drink. If the world were a village of 100 people, **42** \_\_\_\_\_ would have clean and safe water and **43** \_\_\_\_\_ would not. These people would have to spend a long part of their day getting clean and safe water. Also, if the world were a village of 100 people, 68 would **44** \_\_\_\_\_, while **45** \_\_\_\_\_ would breathe polluted air. This is dangerous and unfortunate, as we humans are the ones responsible for polluting the air and water.

We are using technology (a television) right now for education, but not everyone in the world has this sort of technology. If the world were a village of 100 people, **46** \_\_\_\_\_ would have electricity and most would use it for light. There would be 42 **47** \_\_\_\_\_, **48** \_\_\_\_\_ televisions, and 10 **49** \_\_\_\_\_, sometimes more than one per home. Indeed, there are large gaps in the amount of technology people have in the village.

Despite all these difference between the people of our world, at the end of the day, everyone takes rest and, when they wake, they wake to a new morning.

## RELATE

Use the chart below to relate 6 specific facts from the video to 6 specific articles from the UN Convention on the Rights of a Child. You may refer to an article more than once. Follow the example below:

FACT	THIS FACT RELATES TO...
<p><b>Ex.</b> In the world, people speak lots of languages, such as Chinese, Hindi, Bengali, and Russian.</p>	<p><b>Ex. Article 30:</b> You have the right to practice your own culture, language and religion — or any you choose. Minority indigenous groups need special protection of this right.</p>

## REFLECT

Why do you think that some children in the world do not have all their rights? What do you think people need to do to protect children's rights and make sure that each child in the world lives a safe, healthy, and fulfilling life? Explain your ideas below in proper paragraph form.

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

**RETELL****If the World Were a Village – Answers**

There are over **1 6 billion (6,000,000,000)** people in the world, but we can imagine the world as a village of 100 people. If the world were a village of 100 people, **2 61** would come from Asia, **3 13** would come from Africa, **4 5** would come from North America, **5 8** would come from Central and South America, **6 12** would come from Europe, and **7 1** would come from Oceania. All of these people would make up our village.

There are hundreds of different languages in the world, but over half the people in the world speak eight languages! If the world were a village of 100 people, **8 22** would speak a Chinese dialect, nine would speak **9 English**, **10 8** would speak Hindi, seven would speak **11 Spanish**, **12 4** would speak Bengali, four would speak **13 Arabic**, **14 3** would speak Russian, and three would speak **15 Portuguese**. If you could speak all these languages, you would be able to communicate with the majority of people in the village.

Some people in the world are young like you, but others are much older. If the world were a village of 100 people **16 39** would be between the ages 0 and 19, **17 42** would be between the ages 20 and 49, **18 18** would be between the ages 50 and 79, and **19 1** would be over the age of 80. All of these people would make different contributions to the village.

You have a unique culture, and you and your family might practice a religion that is part of your culture. If the world were a village of 100 people, **20 32** would be Christian, 19 would be **21 Muslim**, **22 13** would be Hindu, 12 would practice **23 folk religion**, **24 6** would be Buddhist, one would be **25 Jewish**, and **26 15** would practice no specific religion. Although some of these people would practice different religions, all their religions would teach them to care for others.

If the world were a village of 100 people, **27 38** would be of school age but only **28 31** would go to school. The other seven would not have a school to attend, would work in fields or factories, or would stay home. These seven children would never learn to read or write.

All the money in the world is not divided equally; some people have much more than others. If the world were a village of 100 people, only the 20 richest would have **29 extra money after paying for food and shelter**, while the 20 poorest would have **30 almost nothing – barely enough to survive**. The remaining **31 60** people would have something in between the 20 richest and the 20 poorest. However, if all the money in the world were divided equally, everyone would have enough to survive happily.

Sadly, not everyone in the world has enough food to eat. If the world were a village of 100 people, **32 24** would always have enough to eat, 16 would be **33 hungry some of the time**, **34 34** would always be hungry, and 26 would be **35 severely undernourished**. The village, though, would produce enough food for everyone.

Apart from humans, there are lots of other animals in the world! If the world were a village of 100 people, there would be **36 31** sheep and goats, **37 23** cows, bulls, and oxen, **38 15** pigs, **39 3** camels, **40 2** horses, and **41 189** chickens. Yes, there would be almost twice as many chickens as people! Some of these animals would help us grow food, while others would become our food.

Air and water are important components of our environment. In fact, our entire world is surrounded by air and most of it is covered with water. However, not all of it is safe to use and drink. If the world were a village of 100 people, **42 75** would have clean and safe water and **43 25** would not. These people would have to spend a long part of their day getting clean and safe water. Also, if the world were a village of 100 people, 68 would **44 breathe clean air**, while **45 32** would breathe polluted air. This is dangerous and unfortunate, as we humans are the ones responsible for polluting the air and water.

We are using technology (a television) right now for education, but not everyone in the world has this sort of technology. If the world were a village of 100 people, **46 76** would have electricity and most would use it for light. There would be 42 **47 radios**, **48 24** televisions, and 10 **49 computers**, sometimes more than one per home. Indeed, there are large gaps in the amount of technology people have in the village.

Despite all these difference between the people of our world, at the end of the day, everyone takes rest and, when they wake, they wake to a new morning.

## RELATE

Use the chart below to relate 6 specific facts from the video to 6 specific articles from the UN Convention on the Rights of a Child. You may refer to an article more than once. Follow the example below:

FACT	THIS FACT RELATES TO...
<b>Ex.</b> In the world, people speak lots of languages, such as Chinese, Hindi, Bengali, and Russian.	<b>Ex. Article 30:</b> You have the right to practice your own culture, language and religion — or any you choose. Minority indigenous groups need special protection of this right.
Throughout the world, people practice lots of religions, such as Christianity, Islam, Hinduism, Buddhism, and Judaism.	<b>Article 30:</b> You have the right to practice your own culture, language and religion – or any you choose. Minority indigenous groups need special protection of this right.
Throughout the world, 59% of children go to secondary school. The children who do not continue with school face limits to the quality of education they receive and often cannot find good jobs. (Source: SOWC 2008)	<b>Article 28:</b> You have the right to a good quality education. You should be encouraged to go to school to the highest level that you can.
Throughout the world, some children work in fields and factories instead of going to school.	<b>Article 32:</b> You have the right to protection from work that harms you, and is bad for your health and education. If you work, you have the right to be safe and paid fairly.
Every five seconds a child dies because she or he is hungry. (Source: FAO State of Food Insecurity in the World 2006)	<b>Article 24:</b> You have the right to the best health care possible, safe water to drink, nutritious food, a clean and safe environment, and information to help you stay well.
More than a billion people lack access to clean drinking water (UNDP 2006). Up to a third of disease globally is thought to be caused by environmental factors such as polluted water and air. (UNICEF 2008).	<b>Article 24:</b> You have the right to the best health care possible, safe water to drink, nutritious food, a clean and safe environment, and information to help you stay well.
Throughout the world, some people have radios and few people have televisions and computers to get information.	<b>Article 17:</b> You have the right to get information that is important to your well-being, from radio, newspaper, books, computers, and other sources. Adults should make sure that the information is not harmful and help you find and understand the information you need.

## REFLECT

Why do you think that some children in the world do not have all their rights? What do you think people need to do to protect children's rights and make sure that each child in the world lives a safe, healthy, and fulfilling life? Explain your ideas below in proper paragraph form.

Answers will vary.

## Grade 6 – Social Studies – Pan-Canadian General (Overall) Expectations

	Western and Northern Provinces and Territories	Ontario	Quebec	Atlantic Provinces
Citizenship, Power, and Governance	<ul style="list-style-type: none"> <li>students will explore the processes and structures of power and authority, and their implications for individuals, relationships, communities, and nations</li> </ul>			<ul style="list-style-type: none"> <li>students will be expected to demonstrate an understanding of the rights and responsibilities of citizenship and the origins, functions, and sources of power, authority, and governance</li> </ul>
Individuals, Societies, and Economic Decisions	<ul style="list-style-type: none"> <li>students will explore the influences of culture and community on individuals and societies</li> <li>students will explore the use and distribution of resources and wealth in relation to individuals, communities, nations, and the natural environment</li> </ul>		<ul style="list-style-type: none"> <li>to construct his/her representation of space, time, and society</li> <li>to understand the organization of a society in its territory</li> <li>to situate society and its territory in space and time</li> <li>to make connections between characteristics of the society and the organization of its territory</li> <li>to make connections between assets and limitations of the territory and the organization of society</li> <li>to define the influence of people or events on social and territorial organization</li> </ul>	<ul style="list-style-type: none"> <li>students will be expected to demonstrate the ability to make responsible economic decisions as individuals and as members of society</li> </ul>
People, Place, and Environment	<ul style="list-style-type: none"> <li>students will explore the dynamic relationships of people with the land, place, and environments</li> </ul>		<ul style="list-style-type: none"> <li>to construct his/her representation of space, time, and society</li> <li>to explore places here and elsewhere, from the past and the present</li> <li>to compare places and social phenomena here and elsewhere, from the past and the present</li> <li>to orient himself/herself in space and time</li> <li>to refer to aspects of everyday life here and elsewhere, from the past and the present</li> </ul>	<ul style="list-style-type: none"> <li>students will be expected to demonstrate an understanding of the interactions among people, places, and the environment</li> </ul>
Culture and Diversity	<ul style="list-style-type: none"> <li>students will explore the influences of culture and community on individuals and societies</li> </ul>		<ul style="list-style-type: none"> <li>to be open to the diversity of societies and their territories</li> <li>to perceive the main similarities and differences between societies and between territories</li> <li>to define some causes and effects of the differences</li> <li>to take a position on the observed strengths and weaknesses of societies and their territories</li> <li>to justify his/her view of the diversity of societies and their territories</li> <li>to situate societies and their territories in space</li> </ul>	<ul style="list-style-type: none"> <li>students will be expected to demonstrate an understanding of culture, diversity, and world view, recognizing the similarities and differences reflected in various personal, cultural, racial, and ethnic perspectives</li> </ul>
Interdependence	<ul style="list-style-type: none"> <li>students will explore the global interdependence of people, communities, societies, nations, and environments</li> </ul>	<ul style="list-style-type: none"> <li>identify and describe Canada's economic, political, social, and physical links with the United States and other regions of the world</li> <li>use a variety of resources and tools to gather, process, and communicate information about the domestic and international effects of Canada's links with the United States and other areas of the world</li> <li>explain the relevance to Canada of current global issues and influences</li> </ul>		<ul style="list-style-type: none"> <li>students will be expected to demonstrate an understanding of the interdependent relationship among individuals, societies, and the environment – locally, nationally, and globally – and the implications for a sustainable future</li> </ul>

## Grade 6 – Social Studies – Pan-Canadian General (Overall) Expectations (continued)

	Western and Northern Provinces and Territories	Ontario	Quebec	Atlantic Provinces
<b>Time, Continuity, and Change</b>	<ul style="list-style-type: none"> <li>students will explore how people, relationships, events, and ideas of the past shape the present and influence the future</li> </ul>		<ul style="list-style-type: none"> <li>to construct his/her representation of space, time, and society</li> <li>to explore places here and elsewhere, from the past and the present</li> <li>to compare places and social phenomena here and elsewhere, from the past and the present</li> <li>to orient himself/herself in space and time</li> <li>to refer to aspects of everyday life here and elsewhere, from the past and the present</li> <li>to situate society and its territory in space and time (189)</li> <li>to make connections of continuity with the present</li> <li>to interpret change in a society and its territory</li> <li>to recognize the main changes in organization of a society and its territory</li> <li>to establish causes and effects of the changes</li> <li>to justify his/her interpretation of the changes</li> <li>to perceive changes of these changes in our society and territory</li> <li>to situate a society and its territory in space and at two points in time</li> </ul>	<ul style="list-style-type: none"> <li>students will be expected to demonstrate an understanding of the past and how it affects the present and the future</li> </ul>

## ACTIVITY 1 SOCIAL STUDIES: SOCIETIES, AND ECONOMIC DECISIONS

### Industrialized, Developing, and Least Developed Countries

**PURPOSE:**

- To define the terms *industrialized*, *developing*, and *least developed* countries
- To locate the industrialized, developing, and least developed countries on a world map

**RESOURCES:**

- *Industrialized, Developing, and Least Developed Countries* (one for each student)
- Labeled, political, continent maps (enlarged; one continent for each group)
- Houghton Mifflin Education Place: <http://www.eduplace.com/ss/maps/>
- National Geographic Xpeditions: <http://www.nationalgeographic.com/xpeditions/atlas/>
- Pencils, pens, and pencil crayons

- Activity:**
1. Divide students into 6 groups: North America, South America, Europe, Asia, Africa, and Oceania.
  2. Distribute the *Industrialized, Developing, and Least Developed Countries* charts maps.
  3. Define the concepts of **industrialized**, **developing**, and **least developed** countries:
    - Industrialized: Overall, excellent wealth, water, food, health, education, and environment
    - Developing: Overall, fair wealth, water, food, health, education, and environment
    - Least Developed: Overall, poor wealth, water, food, health, education, and environment
  4. Have groups colour the industrialized countries green; developing, yellow; and least developed, red.
  5. Assemble all the continent maps to create one, colour-coded world map on a bulletin board or wall.
  6. Discuss the *Industrialized, Developing, and Least Developed Countries* chart and map:
    - What do you notice when you look at the chart and/or map?
    - What surprises you? Why?
    - Are there countries that you did not colour? Why do you think that is?

#### Teaching Tip

*Before you begin this unit, give your students about 20 minutes to **draw the world from memory**. Analyze the students' maps with the class. They will likely discover that they draw certain parts of the world well, while they draw other parts of the world poorly. The parts of the world that they draw well will usually correspond to the countries in which they have lived. Challenge your students (and yourself!) to learn how to draw the world from memory. Over the course of this unit, expose the students to lots of maps. At the end of this unit, give your students about 20 minutes to draw the world from memory a second time. Once again, analyze the student's first and second maps with the class — hopefully there will have been some improvement!*

## Industrialized, Developing, and Least Developed Countries

	Industrialized Countries	Developing Countries	Least Developed Countries
North America	Canada, United States of America	Antigua and Barbuda, Bahamas, Barbados, Belize, Costa Rica, Cuba, Dominica, Dominican Republic, El Salvador, Grenada, Guatemala, Honduras, Jamaica, Mexico, Nicaragua, Panama, Saint Kitts and Nevis, Saint Lucia, Saint Vincent and the Grenadines, Trinidad and Tobago	Haiti
South America		Argentina, Bolivia, Brazil, Chile, Colombia, Ecuador, Guyana, Paraguay, Peru, Suriname, Uruguay, Venezuela	
Europe	Albania, Andorra, Armenia, Austria, Belarus, Belgium, Bosnia and Herzegovina, Bulgaria, Croatia, Czech Republic, Denmark, Estonia, Finland, France, Germany, Georgia, Greece, Hungary, Iceland, Ireland, Italy, Latvia, Lithuania, Luxembourg, Macedonia, Malta, Moldova, Montenegro, Netherlands, Norway, Poland, Portugal, Romania, Russian Federation, San Marino, Serbia, Slovakia, Slovenia, Spain, Sweden, Switzerland, Turkey, Ukraine, United Kingdom		
Asia	Azerbaijan, Israel, Japan, Kazakhstan, Kyrgyzstan, Turkmenistan, Uzbekistan	Bahrain, Brunei Darussalam, China, Cyprus, Hong Kong, China (SAR), Islamic Republic of Iran, Jordan, Kuwait, India, Indonesia, Lebanon, Malaysia, Mongolia, Occupied Palestinian Territories, Oman, Pakistan, Philippines, Qatar, Republic of Korea, Saudi Arabia, Singapore, Sri Lanka, Syrian Arab Republic, Thailand, Turkey, United Viet Nam, Arab Emirates	Afghanistan, Bangladesh, Bhutan, Cambodia, Lao People's Democratic Republic, Maldives, Myanmar, Nepal, Timor-Lesté, Yemen
Africa		Algeria, Botswana, Egypt, Cameroon, Congo, Côte d'Ivoire, Gabon, Ghana, Libyan Arab Jamahiriya, Kenya, Mauritius, Morocco, Namibia, Nigeria, Seychelles, South Africa, Sudan, Swaziland, Tunisia, Zimbabwe	Angola, Benin, Burkina Faso, Burundi, Cape Verde, Central African Republic, Chad, Comoros, Democratic Republic of Congo, Djibouti, Equatorial Guinea, Eritrea, Ethiopia, Gambia, Guinea, Guinea-Bissau, Lesotho, Liberia, Madagascar, Malawi, Mali, Mauritania, Mozambique, Niger, Rwanda, São Tomé and Príncipe, Senegal, Sierra Leone, Somalia, Sudan, Togo, Uganda, United Republic of Tanzania, Zambia
Oceania	Australia, New Zealand	Fiji, Papua New Guinea, Tonga	Kiribati, Samoa, Solomon Islands, Tuvalu, Vanuatu

## ACTIVITY 2 SOCIAL STUDIES: INDIVIDUALS, SOCIETIES, AND ECONOMIC DECISIONS

### World Trivia Challenge!

**PURPOSE:** • To read learn and compare statistics for least developed, developing, and industrialized countries

**RESOURCES:** • *World Trivia Challenge!*\* transparency (each question covered with a sticky note; placed on overhead)  
• 20 small sticky notes  
• Overhead projector  
• *World Trivia Challenge! Answers*  
• Dry-erase boards and markers (one for each team)  
• *World Trivia Challenge!* (one for each student)  
• Chart paper  
• Pencils, pens, pencil crayons, highlighters, and markers

- Activity:**
1. Review the definitions of industrialized, developing, and least developed countries.
  2. Divide students into 4 groups.
  3. Have each team choose a team name.
  4. Create a score chart on the blackboard.
  5. Decide the order of play (ex. choose a number between 1 and 20).
  6. Have a team choose a question (ex. "A for 100").
  7. Remove the sticky note and read the question with the class.
  8. Give all teams 30 seconds to write their answers on their dry-erase boards.
  9. At the end of 30 seconds, have all teams hold up their dry-erase boards.
  10. Reveal and record the correct answer on the transparency and awards points to correct teams.
  11. Repeat steps 6 to 10 until all questions have been answered.
  12. Distribute the World Trivia Challenge! handout.
  13. Have students highlight all the correct answers.
  14. Assign each group one row of statistics: Food, Education, Health, Work, or Technology.
  15. Have each group answer the questions and complete the tasks below and do a presentation:
    - Create a bar graph and/or circle graph to share your statistics with the class.
    - What differences do you notice between the least developed, developing, and industrialized countries?
    - Why do you think that these differences exist?
  16. Assign each group one column of statistics: Least Developed Countries, Developing Countries, Industrialized Countries, or World.
  17. Have each group answer the questions and complete the tasks below and do a presentation:
    - Have each group create a picture of a community and then present it to the class.
  18. Post chart paper presentation materials in the room for future reference.

\* Every attempt has been made to include the most recent and accurate trivia questions and answers at the time of printing of this resource. It is possible that some of the statistics cited in the World Trivia Challenge will slightly change over time. The teacher/facilitator should verify all stats previous to engaging in the activity to ensure that any changes do not have a negative impact on the overall learning aim of this activity.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## World Trivia Challenge!

	<b>100</b> Least Developed	<b>200</b> Developing	<b>300</b> Industrialized	<b>400</b> World
<b>A</b> Food	<p>Between 1996 and 2005, in least developed countries, about 10% of children under the age of 5 were severely underweight from lack of nutritious food. About what percent were moderately or severely stunted?</p> <p>A) 10% B) 42% C) 67%</p>	<p>Between 1996 and 2005, in developing countries, about 10% of children under the age of 5 were severely underweight from lack of nutritious food. About what percent were moderately or severely stunted?</p> <p>A) 10% B) 42% C) 31%</p>	<p>In industrialized countries:</p> <p>A) There are children who are underweight, stunted, and wasted B) There isn't enough data to compare nutrition to developing and least developed countries C) Both of the above</p>	<p>In 2006, in the whole world, about 400,000,000 children went to bed hungry. About how many of these children are not receiving any help?</p> <p>A) 50,000,000 B) 200,000,000 C) 4,000,000</p>
<b>B</b> Education	<p>Between 2000 and 2005, in least developed countries, about what percent of children reached Grade 5?</p> <p>A) 82% B) 35% C) 69%</p>	<p>Between 1996 and 2005, in developing countries, about what percent of children who should have been in primary school actually enrolled in or attended primary school?</p> <p>A) 81% B) 69% C) 75%</p>	<p>In 2004, industrialized countries, about how many children who should have been in school were not in school?</p> <p>A) 1,400,000 B) 2,800,000 C) 7,000,000</p>	<p>In 2001/2002, in the whole world, about how many children who should have been in primary school were not in school?</p> <p>A) 115,000,000 B) 75,000,000 C) 32,000,000</p>
<b>C</b> Health	<p>In 2004, in least developed countries, about what percent of people were using adequate sanitation facilities?</p> <p>A) 10% B) 36% C) 21%</p>	<p>In 2003, in developing countries, about how many children 0 to 14 years old were living with HIV?</p> <p>A) 3,120,000 B) 26,700,000 C) 39,600,000</p>	<p>In 2004, in industrialized countries, about what percent of people were using improved drinking water sources?</p> <p>A) 100% B) 94% C) 85%</p>	<p>By 2005, in the whole world, about how many children 0 to 17 years old, were orphaned by AIDS?</p> <p>A) 15,200,000 B) 1,500 C) 150,000</p>
<b>D</b> Work	<p>Between 1999 and 2005, in least developed countries, about 30 in 100 boys 5 to 14 years old, were working for 1 to 14 hours outside of home. About how many girls were doing the same?</p> <p>A) 39 B) 30 C) 28</p>	<p>Between 1999 and 2005, in developing countries, about 18 in 100 girls 5 to 14 years old, were working for 1 to 14 hours outside of home. About how many boys were doing the same?</p> <p>A) 24 B) 17 C) 20</p>	<p>In 2000, in industrialized countries, about how many children under the age of 15 were at work?</p> <p>A) 1,000,000 B) 5,000,000 C) 2,500,000</p>	<p>In 2004, in the whole world, about how many children between the ages 5 and 17 were engaged in hazardous (dangerous) work?</p> <p>A) 171,000,000 B) 26,000,000 C) 126,000,000</p>
<b>E</b> Technology	<p>Between 2000 and 2004, in least developed countries, for every 100 people, about 1 person used the internet. About how many telephones were there?</p> <p>A) 3 B) 11 C) 25</p>	<p>Between 2000 and 2004, in developing countries, for every 100 people, about 6 people used the internet. About how many telephones were there?</p> <p>A) 12 B) 19 C) 29</p>	<p>Between 2000 and 2004, in industrialized countries, for every 100 people, about 52 people used the internet. About how many telephones were there?</p> <p>A) 100 B) 97 C) 130</p>	<p>Between 2000 and 2004, in the whole world, for every 100 people, about 13 people used the internet. About how many telephones were there?</p> <p>A) 162 B) 45 C) 38</p>

## World Trivia Challenge! Answers

	<b>100</b> Least Developed	<b>200</b> Developing	<b>300</b> Industrialized	<b>400</b> World
<b>A</b> Food	<p>Between 1996 and 2005, in least developed countries, about 10% of children under the age of 5 were severely underweight from lack of nutritious food. About what percent were moderately or severely stunted?</p> <p>A) 10% <b>B) 42%</b> C) 67%</p>	<p>Between 1996 and 2005, in developing countries, about 10% of children under the age of 5 were severely underweight from lack of nutritious food. About what percent were moderately or severely stunted?</p> <p>A) 10% B) 42% <b>C) 31%</b></p>	<p>In industrialized countries:</p> <p>A) There are children who are underweight, stunted, and wasted B) There isn't enough data to compare nutrition to developing and least developed countries <b>C) Both of the above</b></p>	<p>In 2006, in the whole world, about 400,000,000 children went to bed hungry. About how many of these children are not receiving any help?</p> <p><b>A) 50,000,000</b> B) 200,000,000 C) 4,000,000</p>
<b>B</b> Education	<p>Between 2000 and 2005, in least developed countries, about what percent of children reached Grade 5?</p> <p>A) 82% B) 35% <b>C) 69%</b></p>	<p>Between 1996 and 2005, in developing countries, about what percent of children who should have been in primary school actually enrolled in or attended primary school?</p> <p><b>A) 81%</b> B) 69% C) 75%</p>	<p>In 2004, industrialized countries, about how many children who should have been in school were not in school?</p> <p>A) 1,400,000 <b>B) 2,800,000</b> C) 7,000,000</p>	<p>In 2001/2002, in the whole world, about how many children who should have been in primary school were not in school?</p> <p><b>A) 115,000,000</b> B) 75,000,000 C) 32,000,000</p>
<b>C</b> Health	<p>In 2004, in least developed countries, about what percent of people were using adequate sanitation facilities?</p> <p>A) 10% <b>B) 36%</b> C) 21%</p>	<p>In 2003, in developing countries, about how many children 0 to 14 years old were living with HIV?</p> <p>A) 3,120,000 B) 26,700,000 <b>C) 39,600,000</b></p>	<p>In 2004, in industrialized countries, about what percent of people were using improved drinking water sources?</p> <p><b>A) 100%</b> B) 94% C) 85%</p>	<p>By 2005, in the whole world, about how many children 0 to 17 years old, were orphaned by AIDS?</p> <p><b>A) 15,200,000</b> B) 1,500 C) 150,000</p>
<b>D</b> Work	<p>Between 1999 and 2005, in least developed countries, about 30 in 100 boys 5 to 14 years old, were working for 1 to 14 hours outside of home. About how many girls were doing the same?</p> <p>A) 39 B) 30 <b>C) 28</b></p>	<p>Between 1999 and 2005, in developing countries, about 18 in 100 girls 5 to 14 years old, were working for 1 to 14 hours outside of home. About how many boys were doing the same?</p> <p>A) 24 <b>B) 17</b> C) 20</p>	<p>In 2000, in industrialized countries, about how many children under the age of 15 were at work?</p> <p>A) 1,000,000 B) 5,000,000 <b>C) 2,500,000</b></p>	<p>In 2004, in the whole world, about how many children between the ages 5 and 17 were engaged in hazardous (dangerous) work?</p> <p>A) 171,000,000 B) 26,000,000 <b>C) 126,000,000</b></p>
<b>E</b> Technology	<p>Between 2000 and 2004, in least developed countries, for every 100 people, about 1 person used the internet. About how many telephones were there?</p> <p><b>A) 3</b> B) 11 C) 25</p>	<p>Between 2000 and 2004, in developing countries, for every 100 people, about 6 people used the internet. About how many telephones were there?</p> <p>A) 12 B) 19 <b>C) 29</b></p>	<p>Between 2000 and 2004, in industrialized countries, for every 100 people, about 52 people used the internet. About how many telephones were there?</p> <p>A) 100 B) 97 <b>C) 130</b></p>	<p>Between 2000 and 2004, in the whole world, for every 100 people, about 13 people used the internet. About how many telephones were there?</p> <p>A) 162 <b>B) 45</b> C) 38</p>

## ACTIVITY 3 SOCIAL STUDIES: INDIVIDUALS, SOCIETIES, AND ECONOMIC DECISIONS

### Food

- PURPOSE:**
- To examine the topic of food in more depth
  - To relate the topic of food to the *United Nations Convention on the Rights of the Child*

- RESOURCES:**
- *United Nations Convention on the Rights of the Child* (see English Language Arts Activity 2)
  - *Food Force Tracking Sheet* (one for each student)
  - *Food Force* (<http://www.food-force.com/>)

- Activity:**
1. Review what students learned about food in the world from the *World Trivia Challenge!*
  2. Re-visit the *United Nations Convention on the Rights of the Child*:
    - Which articles relate to food?
    - What rights do these articles protect?
  3. Distribute the *Food Force Tracking Sheet* and begin the on-line game.
  4. Have students play the game once, recording information learned on the *Tracking Sheet*.
  5. Discuss:
    - Overall, how did you feel while playing this game?
    - How did you make your decisions while playing this game?
    - What decisions did you make? How did they help the community or hurt the community?
    - What did this game teach you about the importance of food and nutrition?
    - Why do you think the *United Nations Convention on the Rights of the Child* focuses on protecting child health and nutrition?

Date: \_\_\_\_\_

Name: \_\_\_\_\_

## Food Force Tracking Sheet

Mission 1: Air Surveillance	Mission 2: Energy Pacs	Mission 3: Air Drop	Mission 4: Locate and Dispatch	Mission 5: The Food Run	Mission 6: Future Farming

## ACTIVITY 4 SOCIAL STUDIES: INDIVIDUALS, SOCIETIES, AND ECONOMIC DECISIONS

### Education

- PURPOSE:**
- To examine the topic of education in more depth
  - To relate the topic of education to the *United Nations Convention on the Rights of the Child*

- RESOURCES:**
- *United Nations Convention on the Rights of the Child* (see English Language Arts Activity 2)
  - *Ayiti: The Cost of Life Tracking Sheet* (one for each student)
  - Game: *Ayiti: The Cost of Life* ([http://www.unicef.org/voy/explore/rights/explore\\_3142.html](http://www.unicef.org/voy/explore/rights/explore_3142.html))

- Activity:**
1. Review what students learned about education in the world from the *World Trivia Challenge!*
  2. Re-visit the *United Nations Convention on the Rights of the Child*:
    - Which articles relate to education?
    - What rights do these articles protect?
  3. Distribute the *Ayiti: The Cost of Life Tracking Sheet* and begin the on-line game.
  4. Have the students read the *More Info* section of the game.
  5. Have students play the game once, recording their decisions and results on the *Tracking Sheet*.
  6. Have students reflect on the game and answer the final question on the *Tracking Sheet*.
  7. Discuss:
    - Who won the game? Who didn't?
    - Overall, how did you feel while playing this game?
    - How did you change your decisions each year and season?
    - What decisions did you make? How did they help the Guinard family or hurt the family?
    - What did this game teach you about the importance of education?
    - Why do you think the United Nations Convention on the Rights of the Child aims to protect education as a right for all children?

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Ayiti: The Cost of Life Tracking Sheet

What's your game-playing strategy? (Circle one) HEALTH HAPPINESS EDUCATION MONEY

YEAR 1			
Rainy Season	Summer Season	Hurricane Season	Dry Season
Total Diplomas:	Total Diplomas:	Total Diplomas:	Total Diplomas:
Total Goud*:	Total Goud:	Total Goud:	Total Goud:
Living Conditions:	Living Conditions:	Living Conditions:	Living Conditions:
Belongings:	Belongings:	Belongings:	Belongings:
Purchases:	Purchases:	Purchases:	Purchases:
Jean's Work	Jean's Work	Jean's Work	Jean's Work
Marie's Work:	Marie's Work:	Marie's Work:	Marie's Work:
Patrick's Work:	Patrick's Work:	Patrick's Work:	Patrick's Work:
Jacqueline's Work:	Jacqueline's Work:	Jacqueline's Work:	Jacqueline's Work:
Yve's Work:	Yve's Work:	Yve's Work:	Yve's Work:

YEAR 2			
Rainy Season	Summer Season	Hurricane Season	Dry Season
Total Diplomas:	Total Diplomas:	Total Diplomas:	Total Diplomas:
Total Goud*:	Total Goud:	Total Goud:	Total Goud:
Living Conditions:	Living Conditions:	Living Conditions:	Living Conditions:
Belongings:	Belongings:	Belongings:	Belongings:
Purchases:	Purchases:	Purchases:	Purchases:
Jean's Work	Jean's Work	Jean's Work	Jean's Work
Marie's Work:	Marie's Work:	Marie's Work:	Marie's Work:
Patrick's Work:	Patrick's Work:	Patrick's Work:	Patrick's Work:
Jacqueline's Work:	Jacqueline's Work:	Jacqueline's Work:	Jacqueline's Work:
Yve's Work:	Yve's Work:	Yve's Work:	Yve's Work:

\*The goud is the currency of Haiti.

YEAR 3		Rainy Season	Summer Season	Hurricane Season	Dry Season
	Total Diplomas:		Total Diplomas:	Total Diplomas:	Total Diplomas:
	Total Goud*:		Total Goud:	Total Goud:	Total Goud:
	Living Conditions:		Living Conditions:	Living Conditions:	Living Conditions:
	Belongings:		Belongings:	Belongings:	Belongings:
	Purchases:		Purchases:	Purchases:	Purchases:
	Jean’s Work:		Jean’s Work:	Jean’s Work:	Jean’s Work:
	Marie’s Work:		Marie’s Work:	Marie’s Work:	Marie’s Work:
	Patrick’s Work:		Patrick’s Work:	Patrick’s Work:	Patrick’s Work:
	Jacqueline’s Work:		Jacqueline’s Work:	Jacqueline’s Work:	Jacqueline’s Work:
	Yve’s Work:		Yve’s Work:	Yve’s Work:	Yve’s Work:

YEAR 4		Rainy Season	Summer Season	Hurricane Season	Dry Season
	Total Diplomas:		Total Diplomas:	Total Diplomas:	Total Diplomas:
	Total Goud*:		Total Goud:	Total Goud:	Total Goud:
	Living Conditions:		Living Conditions:	Living Conditions:	Living Conditions:
	Belongings:		Belongings:	Belongings:	Belongings:
	Purchases:		Purchases:	Purchases:	Purchases:
	Jean’s Work:		Jean’s Work:	Jean’s Work:	Jean’s Work:
	Marie’s Work:		Marie’s Work:	Marie’s Work:	Marie’s Work:
	Patrick’s Work:		Patrick’s Work:	Patrick’s Work:	Patrick’s Work:
	Jacqueline’s Work:		Jacqueline’s Work:	Jacqueline’s Work:	Jacqueline’s Work:
	Yve’s Work:		Yve’s Work:	Yve’s Work:	Yve’s Work:

\*The goud is the currency of Haiti.

What have you learned through this game?

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## ACTIVITY 5 SOCIAL STUDIES: INDIVIDUALS, SOCIETIES, AND ECONOMIC DECISIONS

### Health

- PURPOSE:**
- To examine the topic of health in more depth
  - To relate the topic of health to the *United Nations Convention on the Rights of the Child*

- RESOURCES:**
- *United Nations Convention on the Rights of the Child* (see English Language Arts Activity 2)
  - *Water Alert! Tracking Sheet* (one for each student)
  - *Game: Water Alert!* ([http://www.unicef.org/voy/explore/wes/explore\\_1818.html](http://www.unicef.org/voy/explore/wes/explore_1818.html))

- Activity:**
1. Review what students learned about health in the world from the *World Trivia Challenge!*
  2. Re-visit the *United Nations Convention on the Rights of the Child*:
    - Which articles relate to health?
    - What rights do these articles protect?
  3. Distribute the *Water Alert! Tracking Sheet* and begin the on-line game.
  4. Have students play each challenge, recording decisions and information on the *Tracking Sheet*.
  5. Discuss:
    - Who earned 20 points and became a "Water Alert!" Expert?
    - Overall, how did you feel while playing this game?
    - How did you make your decisions while playing this game?
    - What decisions did you make? How did they help the community or hurt the community?
    - What did this game teach you about the importance of water sanitation and decision-making?
    - Why do you think the *United Nations Convention on the Rights of the Child* aims to protect the health of children?

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Water Alert! Tracking Sheet

(River Challenge)

Information Learned	Decisions & Consequences	Did You Know?	Factoids	Glossary

Date: \_\_\_\_\_

## Water Alert! Tracking Sheet

(School Challenge)

Name: \_\_\_\_\_

Information Learned	Decisions & Consequences	Did You Know?	Factoids	Glossary

Name: \_\_\_\_\_  
Date: \_\_\_\_\_

## Water Alert! Tracking Sheet (Pump Challenge)

Information Learned	Decisions & Consequences	Did You Know?	Factoids	Glossary

## ACTIVITY 6 SOCIAL STUDIES: INDIVIDUALS, SOCIETIES, AND ECONOMIC DECISIONS; INTERDEPENDENCE

### Work

**PURPOSE:**

- To examine the topic of work in more depth
- To relate the topic of work to the *United Nations Convention on the Rights of the Child*

**RESOURCES:**

- *United Nations Convention on the Rights of the Child* (see English Language Arts Activity 2)
- *3Plus-U Tracking Sheet* (one for each student)
- *3Plus-U* (<http://www.un.org/Pubs/CyberSchoolBus/3PLUSU/index.html>)

- Activity:**
1. Review what students learned about work in the world from the *World Trivia Challenge!*
  2. Re-visit the *United Nations Convention on the Rights of the Child*:
    - Which articles relate to work?
    - What rights do these articles protect?
  3. Distribute the *3Plus-U Tracking Sheet* and begin the on-line game.
  4. Have students follow each character once, recording information learned on the *Tracking Sheet*.
  5. Discuss:
    - What did this game teach you about the importance of work?
    - Why do you think the *United Nations Convention on the Rights of the Child* protects fair work?

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### 3Plus-U Tracking Sheet

Toshi	Kaia	Isabelle
Working Together	Just Like Me	Why?
Our World	Ask an Expert	Did You Know?
The Challenge	What Can I Do?	Links & Resources
Supply Chain		

## Sources

### ENGLISH LANGUAGE ARTS

- Activity 1: UNICEF. "Teaching for Children's Rights: Rights, Wants & Needs Card and Activity Kit."
- Activity 2: UNICEF. "UN Convention on the Rights of the Child in Child Friendly Language." (poster)
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