



For Each and Every Child He Taonga Tonu te Tamariki

Teacher Support Material

Background Information

To celebrate the twenty-second anniversary of when the United Nations Convention on the Rights of the Child (UNCROC) was signed, UNICEF NZ have published *For Each and Every Child – He Taonga Tonu te Tamariki*, a children's picture book that illustrates and explains the rights of the child.

The United Nations Convention on the Rights of the Child was ratified by the New Zealand Government in 1993, granting all New Zealand children an internationally recognised set of human rights. However, since the ratification there has been very little education in New Zealand about UNCROC. Tapp (1997, cited in Taylor, Smith, and Nairn, 2001) interviewed 133 year 7 and 8 students in New Zealand, and only three had heard of the convention. Later research shows that New Zealand children and adults have extremely limited knowledge about the convention and children's rights within New Zealand (Taylor, Smith, and Gollop, 2008).

New Zealand seriously lags behind other OECD countries (we currently rank twenty-eighth out of thirty) when it comes to human rights issues affecting children, including child abuse and neglect, poverty, youth suicide, domestic violence, inadequate housing, preventable diseases, discrimination, bullying, and inequality issues for disabled children.

For Each and Every Child – He Taonga Tonu te Tamariki provides an opportunity for children to learn about UNCROC. For many students, learning about their rights will be a new experience, and some may find it challenging

as there is a perception that children's rights negate or undermine adults' authority. However, in-depth studies show that children who know about their rights have a strong sense of their responsibilities and the rights of other people. "When children had participated in the children's rights curriculum, they were more tolerant, and aware of and respectful of the rights of others" (Covell and Howe, 2000, cited in Taylor, Smith, and Nairn, 2001).

The Universities of Brighton and Sussex surveyed thirty-one schools in the United Kingdom on their Rights Respecting Schools Award programmes. The schools reported improved educational outcomes for students, improved job satisfaction for teachers, more enjoyment of the school experience by students and teachers, and a decrease in bullying and antisocial behaviours (Sebba and Robinson, 2010). These schools incorporated rights-based education in various ways, including: providing genuine opportunities for students to participate in school governance (through school councils or as student board representatives), using respectful discipline practices (such as restorative justice), and celebrating the cultural diversity of their school community and families. For more information on rights-based education, contact jacqui@unicef.org.nz or the HRiE Trust at: ced.simpson@hrie.net.nz

It is our intention that *For Each and Every Child – He Taonga Tonu te Tamariki* becomes a valuable resource for teaching and learning about the rights of the child. The following teacher support material is designed to help teachers make effective and engaging use of this rich learning resource.

Introduction

This is the teacher support material for the book *For Each and Every Child – He Taonga Tonu te Tamariki*, which was sent to all schools by UNICEF New Zealand in November 2011. Further copies can be obtained from <http://www.unicef.org.nz/For-Each-and-Every-Child>

The material is based on three key themes and relates to the social sciences and health and physical education learning areas of the New Zealand Curriculum at levels 1–4. The range of activities included in each theme can be adapted to meet the needs of your students and will support you to develop a social inquiry approach to teaching and learning.

In particular, the activities in this resource make connections to students' lives, develop learning experiences to interest students, align experiences to important outcomes, and build and sustain a learning community. These four mechanisms have been found to be important approaches to learning in social sciences (Aitken and Sinnema, 2008).

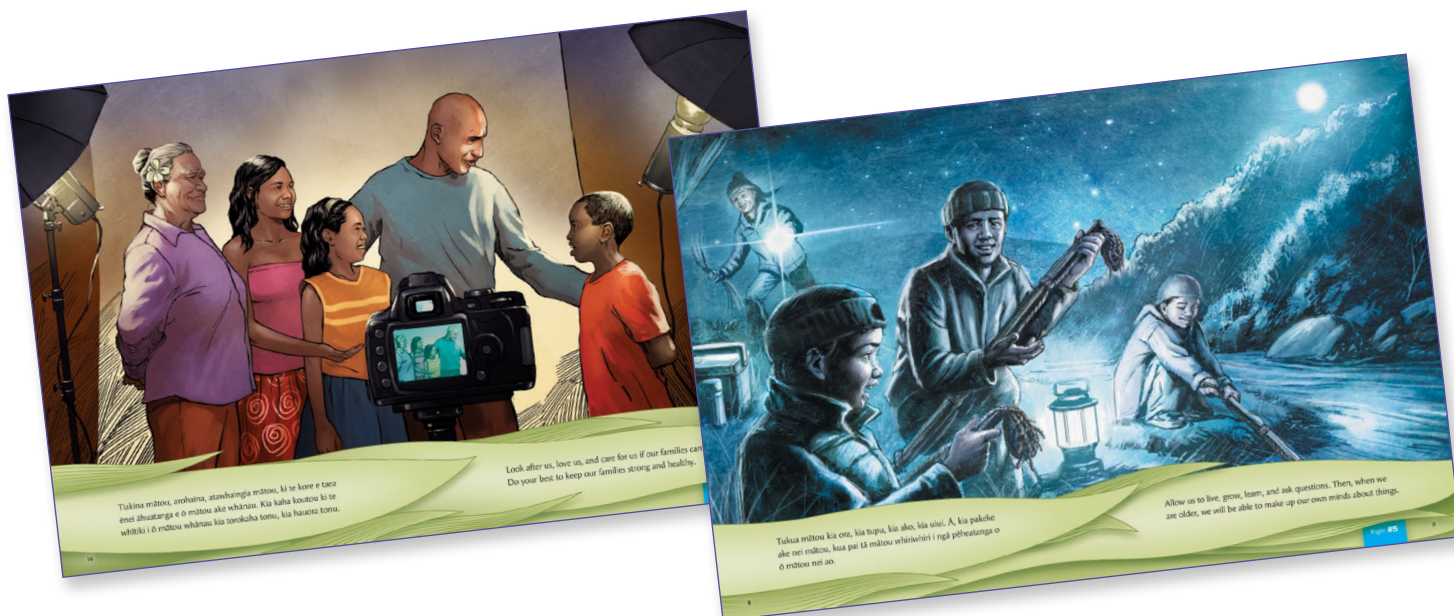
Each of the three key themes is sequenced from lower to higher levels, and each activity builds on the understandings developed in prior activities. For example, in theme three (The Rights of the Child), students at level 4 explore the conceptual understanding that children and adults can work to protect/meet the rights of children. To do this, students need to have a sound grasp of the level 3 conceptual understanding for this theme (that children's rights are met in a number of different ways), as well as of the level 1–2 conceptual understanding (that children

have rights and that these are protected by rules, laws, and conventions). If your students are typically working at level 4, you can use the diagnostic snapshots at the beginning of the level 1–3 activities to ensure that they have a sound understanding of the necessary concepts before deciding which level of activities to start with.

If your students are working at the higher levels, they must have a strong grasp of the early concepts before they move on to the higher ones. It is expected that you will use the activities that suit the learning needs of your students rather than all the activities in one theme. Revisiting the concepts in this resource through a number of activities and in different settings will help students to gain deeper conceptual understandings. For more information, see *Approaches to Building Conceptual Understandings* at: http://ssol.tki.org.nz/content/download/2454/12499/file/Conceptual_Understandings.pdf

You can choose how to assess your students and their learning outcomes. This material includes diagnostic snapshots at different levels. They are intended to provide a quick, informal method of formative assessment, but you may also like to use the snapshot questions as starting points for formal summative assessment. Green assessment “bubbles” are also provided at different points throughout these support materials.

The table below sets out the three themes. It also includes the conceptual understandings, key concepts, key competencies, values, and actions for effective pedagogy that relate to the teaching and learning of the themes.



One: The Co-operative Classroom	Two: Equity, Equality, and Diversity	Three: The Rights of the Child
This theme is designed for the start of the year, when students and teachers are establishing expectations of how a class will operate.	This theme is designed to celebrate diversity within the classroom and identify and explore possible areas where students might be discriminated against or unfairly excluded.	This theme is designed to give students an understanding of how rules and laws affect children's rights and how people can work towards changing laws or rules that could lead to violation of rights.
Conceptual understandings	Conceptual understandings	Conceptual understandings
Levels 1–2 <ul style="list-style-type: none"> As members of a class, we have rights and responsibilities to ensure our class can be enjoyed by everyone in it and to help ourselves and others to learn. We each have the right to express ourselves and to be heard, and the responsibility to listen to others. Level 3 <ul style="list-style-type: none"> Rules and laws, including how they are made and carried out, affect the rights of children. Level 4 <ul style="list-style-type: none"> There are rules in society to protect children, and we can collectively work towards the health, safety, and inclusion of all. 	Levels 1–3 <ul style="list-style-type: none"> Our cultures are important to who we are and it is important to respect each other's cultures. Level 4 <ul style="list-style-type: none"> Diversity creates challenges and opportunities. The purpose of conventions such as UNCROC is to argue for all people to be involved and fairly treated. 	Levels 1–2 <ul style="list-style-type: none"> Children have rights and these are protected by rules, laws, and conventions. Level 3 <ul style="list-style-type: none"> Children's rights are met in a number of different ways. Level 4 <ul style="list-style-type: none"> Children and adults can work to protect/meet the rights of children.
Key concepts	Key concepts	Key concepts
<ul style="list-style-type: none"> Rights Responsibilities Rules Laws Reciprocity 	<ul style="list-style-type: none"> Rights Discrimination Culture Identity Inclusion Equality 	<ul style="list-style-type: none"> Rights Responsibilities Rules Laws Citizenship
Key competencies	Key competencies	Key competencies
<ul style="list-style-type: none"> Thinking Relating to others Managing self Participating and contributing 	<ul style="list-style-type: none"> Thinking Relating to others Participating and contributing 	<ul style="list-style-type: none"> Thinking Relating to others Participating and contributing
Values across the themes		
<ul style="list-style-type: none"> Diversity Equity Community and participation 		
These themes support the following teacher actions for effective pedagogy (<i>The New Zealand Curriculum</i> , page 34) by:		
<ul style="list-style-type: none"> encouraging reflective thought and action enhancing the relevance of new learning facilitating shared learning making connections to prior learning and experience. 		

Theme One:

The Co-operative Classroom

This theme is designed for the start of the year, when teachers and students are establishing expectations of how a class will operate. The activities can be used to

generate a class agreement (or charter), and a plan for dealing with any infringements of that agreement.

Levels 1–2

Conceptual understandings	Achievement objectives	Activities	Social inquiry processes
As members of a class, we have rights and responsibilities to ensure our class can be enjoyed by everyone in it and to help ourselves and others to learn.	Social Sciences Level 1: Understand that people have different roles and responsibilities as part of their participation in groups. Health and PE Level 1: Take individual and collective action to contribute to environments that can be enjoyed by all. Level 2: Contribute to and use simple guidelines and practices that promote physically and socially healthy classrooms, schools, and local environments.	1. Rights Matching 2. Class Charter 3. Compare and Contrast	<ul style="list-style-type: none"> Finding out information Exploring people's values Analysing their own and others' responses
We each have the right to express ourselves and to be heard, and the responsibility to listen to others.	Health and PE Level 1: Express their own ideas, needs, wants, and feelings clearly and listen to those of other people. Level 2: Express their ideas, needs, wants, and feelings appropriately and listen sensitively to other people and affirm them.	4. Picture Analysis	<ul style="list-style-type: none"> Exploring people's values

Diagnostic Snapshot

Step A

Ask your students:

- What are rights?
- What are responsibilities?

If the students show a sound understanding of these concepts, move on to step B.

Step B

Ask your students:

- What are our rights in the classroom?
- What are our responsibilities in the classroom?

If the students show a sound understanding of these concepts, you could move on to the level 3 activities in this theme or adapt the following activities to meet the needs of your students.

Activities

Activity 1: Rights Matching

Divide the class into small groups. Give each group a copy of the small illustrations from the book (see appendix A) and a list of the rights in the United Nations Convention on the Rights of the Child (UNCROC) from pages 34–37 of *For Each and Every Child*. If your students are very young, you may want to discuss the most relevant rights and ask them to draw a picture to represent each one. If required, a simplified version of the rights is available at <http://www.acya.org.nz/?t=92>

Explain to the students that each illustration in the book is linked to one right from UNCROC (in a blue box in the right-hand corner) but that the illustration could also relate to other rights.

This activity could provide information for assessing the level 1 and 2 health and PE achievement objectives.

Ask the students to cut out the rights and match them with the illustrations. Then have the groups check whether any rights from UNCROC didn't match.

If so, groups could brainstorm situations showing these rights being met and create illustrations to go with them.

Activity 2: Class Charter

Write the two conceptual understandings (CU) from page 4 on the whiteboard. In each corner of the classroom, put up a sign showing one of the following: Agree, Disagree, Strongly Agree, and Strongly Disagree. For each CU, ask the students to stand next to the sign that matches their opinion about that CU. Ask the students to discuss with the others in their corner why they chose that particular corner. After group discussions, discuss the following questions with the class.

- Do you agree or disagree with these statements?
- Why are these rights and responsibilities important in a classroom?
- What would happen if we didn't have these rights?
- What would happen if we didn't take responsibility for our own and others' learning?

Divide the class into small groups and give each group cut-out copies of the small illustrations from the book. If the students have drawn any of their own illustrations for other rights, include these in this activity. Ask the groups to rank the rights from the most relevant to the least relevant for your school environment. After the groups have shared back, decide as a class which rights would be relevant for a class charter.

Then write a draft charter together using the format: We have the right to ..., and therefore we have the responsibility to ...

The groups' responses could provide information for assessing the level 1 social sciences achievement objective.

Extension activity: Students could draw or write scenarios that unpack each right and responsibility. See the table below for an example.

Right 28: Children have the right to an education

My rights	My responsibilities for myself	My responsibilities for others
<ul style="list-style-type: none"> • To have the equipment I need 	<ul style="list-style-type: none"> • Take care of my equipment • Check the timetable for what I will need • Get my equipment ready before school 	<ul style="list-style-type: none"> • Ask permission before using someone else's equipment • Take care of other people's equipment
<ul style="list-style-type: none"> • To have teaching sessions with the teacher 	<ul style="list-style-type: none"> • Come to the mat quickly when it is my turn • Listen and pay attention in group sessions 	<ul style="list-style-type: none"> • Save my questions for when the teacher is available to answer • Walk around the mat when the teacher is working with a group

To the class, read right 28: "Children have a right to an education. Discipline in schools should respect children's human dignity. Primary education should be free. Richer countries should help poorer countries achieve this."

With the students, discuss what they think should happen when someone breaches the class charter. Remind them that any discipline should respect children's human dignity.

Activity 3: Compare and Contrast

Show the students the following pages of the book, with their corresponding UNCROC rights. In small groups, students can select the three rights they are most interested in to compare the similarities and differences between them. Model this for students using two pages, sharing your thinking out loud. Groups could use a Venn diagram to help them organise their thinking.

Pages 4–5 (right 2): "The Convention applies to everyone whatever their race, religion, or abilities; whatever they think or say; and whatever type of family they come from."

Pages 18–19 (right 23): "Children who have any kind of disability should have special care and support, so that

they can lead full and independent lives."

Pages 22–23 (right 28): "Children have a right to an education. Discipline in schools should respect children's human dignity. Primary education should be free. Richer countries should help poorer countries achieve this."

Pages 24–25 (right 29): "Education should develop each child's personality and talents to the full. It should encourage children to respect their parents, and their own and other cultures."

Pages 26–27 (right 30): "Children have the right to learn and use the language and customs of their families, whether these are shared by the majority of people in the country or not."

Activity 4: Picture Analysis

Show the students the illustration on pages 12–13 and discuss what they see in the picture. Ask them:

- What is happening?
- Who are the people in the picture?
- What are they doing?
- How are they feeling?
- What do the images around the people represent? Can you group the images?
- Who do you tell your thoughts, feelings, and dreams to?

The students' responses could provide information for assessing the level 1 and 2 health and PE achievement objectives.

Ask the students to find a partner and tell them one of their dreams. Share back with the class and ask each person to share their partner's dream. Make sure that students are aware that their dream will be shared with the class before they share with a partner.

Read students the corresponding right (right 13) and ask them why they think it is important to be able to share information, to listen carefully to others, and to share without damaging others. Discuss how they can make sure they listen respectfully to others in class.

Students could then create their own artwork showing their dreams and one person they talk about their dreams with. Once the artworks are completed, ask the students to explain their artwork to the class.

Level 3

Conceptual understanding	Achievement objectives	Activities	Social inquiry processes
Rules and laws, including how they are made and carried out, affect the rights of children.	Social Sciences Level 3: Understand how groups make and implement rules and laws. Health and PE Level 3: Plan and implement a programme to enhance an identified social or physical aspect of their classroom or school environment.	5. Creating a Behaviour Management Plan 6. How Are Rules Made in Our School? 7. A History of Rules	<ul style="list-style-type: none"> • Finding out information • Exploring people's values • Analysing their own and others' responses

Diagnostic Snapshot

Step A Ask your students: <ul style="list-style-type: none"> • What are rules? • What are laws? <p>If the students show a sound understanding of these concepts, move on to step B.</p>	Step B Ask your students: <ul style="list-style-type: none"> • How are rules and laws made? • How are rules and laws carried out? <p>If the students show a sound understanding of these concepts, move on to step C.</p>	Step C Ask your students: <ul style="list-style-type: none"> • How do rules and laws affect children's rights? <p>If the students show a sound understanding of this concept, move on to the level 4 activities.</p>
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Activity 5: Creating a Behaviour Management Plan

Discuss with the class the purpose of the class charter or agreement. The following questions could be used during the discussion.

- Why do we have a class charter?
- What sorts of things does our charter protect?

- What sort of things might breach our charter?
- What would happen in our class if no one followed the charter?

Discuss with students the differences between a punishment, a natural consequence, and a logical consequence. A natural consequence is the automatic result of an action. A logical consequence is planned in advance by a teacher or parent (often with input from the child) and is carried out if the child misbehaves.

Ask them to identify and discuss the types of punishment and consequences that occur if they do not do their homework. For example, if a child doesn't do their maths homework; a natural consequence could be that they don't do well in their basic facts test; a logical consequence could be that they are asked to stay in at lunchtime or miss a fun class activity while they finish their homework; a punishment would be writing "I must do my maths homework" fifty times.

Share the following scenario with the class.

A teacher comes into the class after a wet lunchtime and finds that ten of the students in the class were playing with the board games and cards and have got into an argument. Game pieces are scattered around the classroom, chairs have been knocked over, and desks have been moved around. The rubbish bin has also been knocked over, and rubbish has spilt on the floor. The room is such a mess that no work can be done in it until it has been tidied.

Ask the students:

- What aspects of the class charter have been breached in this situation?
- How have the rights of the teacher and the other students in the class been affected?
- What could the students who caused the breach do to fix the situation?
- What would be the best way to prevent this happening again? (You may like to give younger students some options to evaluate here.)

The groups' responses could provide information for assessing the level 3 social sciences achievement objective.

Ask the students to consider what should happen if someone breaches the class charter. Students could do this in pairs or small groups and then share back to the class. Ensure students understand that the class charter is there to help students protect their own and others' rights in the classroom and that the consequences of breaches should be to restore those rights.

The think sheets could provide information for assessing the level 3 health and PE achievement objective.

Students could then design a "think sheet" for people who have breached the class charter. See appendix B for an example of a think sheet.

Activity 6: How Are Rules Made in Our School?

As a class, brainstorm as many rules as possible that are in place in your school. Sort them by "who creates the rule" – for example, government, board of trustees, principal, teachers, other adults, or students.

Divide the class into small groups and ask each group to choose a rule they would like to investigate. Ask each group to develop a set of interview questions for the rule maker (or, in the case of the government, someone who knows about the process) and describe how they decided on the rule and how the rule is put into practice.

Encourage the students to use the "language" of rights in their questions whenever possible. For example, a question about discipline procedures in the school could be phrased: "How do you make sure that punishments do not take away children's right to learn?"

Allow the groups time to interview the people who made the rule they have chosen, then have them share their answers with the class.

This discussion could provide information for assessing the level 3 social sciences achievement objective.

Once this process is complete, discuss in small groups or as a whole class the following questions:

- Why were these rules developed?
- What was the process for developing these rules?
- What are the positive and negative ways your rights are affected by these rules?
- Are all the rules put into practice in the same way? Why or why not?
- Does the way the rules are put into practice have a different effect on your rights than on someone else's?

As a follow-up activity, students could evaluate the rules that apply to them and investigate how they could make changes to the rules or to how they are implemented to improve the impact on their rights.

Activity 7: A History of Rules

Have the students read "Three of the Best" (*School Journal*, Part 2 Number 3, 2001). Based on what they have learnt from the story, ask them to make predictions about why the rules regarding corporal punishment in schools were changed. Ask the students to develop

interview questions to find out from relatives of different generations what their own school rules were and how they were disciplined in school. Once the interviews have been conducted, share the findings as a class and create a "school rules" timeline. Ask the students to write how each discipline method impacted on different rights, either positively or negatively.

Level 4

Conceptual understanding	Achievement objectives	Activity	Social inquiry processes
There are rules in society to protect children, and we can collectively work towards the health, safety, and inclusion of all.	Social Sciences Level 4: Understand how formal and informal groups make decisions that impact on communities. Health and PE Level 4: Recognise instances of discrimination and act responsibly to support their own rights and feelings and those of other people.	8. How Do We Include?	<ul style="list-style-type: none"> Finding out information Exploring people's values Analysing their own and others' responses

Diagnostic Snapshot

Step A Ask your students:

- How do rules and laws protect children?
- What is discrimination?
- Why might children be discriminated against?

If the students show a sound understanding of these concepts, move on to step B.

Step B Ask your students:

- How can we make sure that everyone gets a fair share of what they need for living?

If students show a sound understanding of these concepts, you may like to adapt the following activity to make it more appropriate for your students.

Activity 8: How Do We Include?

Write the word “discrimination” on the board and discuss its meaning. You may like to use a “concept definition map” to help with students’ understanding. For more information on concept definition maps, see *Approaches to Building Conceptual Understandings*, page 14, at http://ssol.tki.org.nz/content/download/2454/12499/file/Conceptual_Understandings.pdf

Give small groups of students a copy of the UNCROC rights from pages 34–37 and ask them to identify which rights deal with preventing discrimination.

The following is a suggested area of discrimination that students could explore. Other areas could be explored instead if they are more appropriate for your students.

Ask the students to read the excerpt from *The Penguin History of New Zealand* (appendix C) and the sections under 1858 and 1867 on <http://history-nz.org/maori7.html>. The following could be used as discussion questions:

- What was the original purpose of the Native Schools Act?
 - What formal and informal groups were involved in implementing the Native Schools Act?
- How do you think the decision to actively discourage the use of te reo Māori in schools affected Māori students and their whānau?
 - How many Māori children have felt when they first went to school?
 - How many parents who only spoke Māori have felt visiting the school?
 - How many it have affected the way in which parents could help their children learn?
 - How many the decision have affected the way Māori children felt about speaking Māori at home?
 - How could restricting Māori students’ use of Māori language infringe any rights in UNCROC?

A Johari window (see appendix D) could be used to help the students analyse the short- and long-term positive and negative consequences of the different decisions to do with te reo and education.

Once students have a good understanding of the impact of the Native Schools Act, they can apply this knowledge to current situations. Students could consider how school rules or student/teacher behaviour include or exclude speakers of other languages. Ask students:

- What happens in a school today that makes it hard for people who don’t speak English at home?
- What changes could be made to make it easier at school for people who don’t speak English at home?
- How can we help speakers of other languages feel more included?

The students’ answers could provide information for assessing the level 4 social sciences achievement objective.

The students’ responses could provide information for assessing the level 4 health and PE achievement objective.

Theme Two:

Equity, Equality, and Diversity

This theme is designed to celebrate diversity in the classroom and identify and explore possible areas

where students might be discriminated against or unfairly excluded.

Levels 1–3

Conceptual understanding	Achievement objectives	Activities	Social inquiry processes
Our cultures are important to who we are, and it is important to respect each other's cultures.	Social Sciences Level 1: Understand how the cultures of people in New Zealand are expressed in their daily lives. Level 2: Understand how cultural practices reflect and express people's customs, traditions, and values. Level 3: Understand how cultural practices vary but reflect similar purposes. Health and PE Level 1: Describe themselves in relation to a range of contexts. Level 2: Describe how individuals and groups share characteristics and are also unique.	1. What's in a Name? 2. Our Cultures: The Same and Different	<ul style="list-style-type: none"> Finding out Information Exploring people's values Analysing their own and others' responses

Diagnostic Snapshot

Step A Ask your students: <ul style="list-style-type: none"> What is your culture? What are your friends' cultures? <p>If the students show a sound understanding of these concepts, move on to step B.</p>	Step B Ask your students: <ul style="list-style-type: none"> Why is your culture important to you? Why are your friends' cultures important to them? <p>If the students show a sound understanding of these concepts, move on to step C.</p>	Step C Ask your students: <ul style="list-style-type: none"> Should we respect other people's cultures? How can we make sure we respect other people's cultures? <p>If the students show a sound understanding of these concepts, you could move on to the level 4 activities or adapt the following activities to meet the needs of your students.</p>
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Activities

Activity 1: What's in a Name?

Share pages 10 and 11 with your students. Discuss with the students why names are important and how people often choose names for their children that reflect their culture or families. Ask the students to talk with their parents about where their name came from and why their parents chose it.

Prepare large sheets of paper with headings such as:

- My name is from my culture.
- I was named after someone in my family.
- My name was chosen because of what it means.
- My name was made up.
- My parents named me after someone they liked.
- My name was chosen by someone other than my parents.

Ask the students to each write their name on several sticky notes. Each student can then share where his or her name came from with the class and place their name on as many of the sheets as appropriate.

Next, discuss with the students all the different ways their name makes them unique and special. As a class, think of ways that the students can all show respect for each other's names – for example, by pronouncing names

correctly or calling people by the names they prefer.

Classes of older students undertaking this activity may like to experience what it is like not to have a name by having a “number day”. Assign each student a number and ask anyone who enters the classroom (students, teachers, and visitors) to refer to students only by their number, not their name. Post an information sheet with a list of the students and their numbers on the classroom door.

Activity 2: Our Cultures: The Same and Different

Share pages 26 and 27 with your students. Discuss with them what cultural practices their families participate in. For example: going to the marae or cultural centre; going to a place of worship; cooking particular foods; celebrating festivals such as Matariki, Diwali, or Christmas; or spending time with family at the weekends.

Choose two similar types of cultural practice (for example, two festivals) and have students share their stories about them or invite a person from the community to talk

This discussion could provide information for assessing the level 1 social sciences achievement objective.

The categories could be chosen to suit the achievement objectives at the different levels. For example, a category to fit the level 2 social sciences achievement objective could be “values”. This information could then be used to assess the appropriate achievement objective.

to the class about each practice. When the students have an understanding of both practices, draw a Venn diagram on a large sheet of paper. Give the students one category to consider at a time (for example, what is important at this festival or what people do at each place of worship), and ask them to consider the similarities and differences between the cultural practices.

Level 4

Conceptual understandings	Achievement objectives	Activities	Social inquiry processes
<p>Diversity creates challenges and opportunities.</p> <p>The purpose of conventions such as UNCROC is to argue for all people to be involved and fairly treated.</p>	<p>Social Sciences</p> <p>Level 4: Understand how formal and informal groups make decisions that impact on communities.</p> <p>Level 4: Understand how people participate individually and collectively in response to community challenges.</p> <p>Health and PE</p> <p>Level 4: Recognise instances of discrimination and act responsibly to support their own rights and feelings and those of other people.</p>	<p>3. How Do We Include?</p> <p>4. Differing Abilities</p>	<ul style="list-style-type: none"> Finding out information Exploring people's values Analysing their own and others' responses

Diagnostic Snapshot

Step A

Ask your students:

- What is diversity?
- What is discrimination?

If the students show a sound understanding of these concepts, move on to step B.

Step B

Ask your students:

- What are some positive and negative consequences of diversity?

If the students show a sound understanding of these concepts, move on to step C.

Step C

Ask your students:

- How do groups like the government or the United Nations make sure children are treated fairly regardless of their ability, culture, or beliefs?
- How can we make sure everyone is treated fairly?

If the students show a sound understanding of these concepts, move on to step D.

Step D

The difference between equity and equality

- Ask the students what they think is the difference between equity and equality.
- Give each student an envelope with a random number of jellybeans inside. Ask them to count their jelly beans and write up how many they have on the board – without eating any!
- Explain that you have another packet of jellybeans to distribute and you want the students to discuss the fairest way to do so. Give them the following options:
 - Give each student an equal number of jellybeans from the new packet (equality).
 - Give each student an unequal number of jellybeans, so that the ones who got fewer in their envelope get more from the new packet (equity).
- Allow the students time to debate and make a decision.
- Ask the students if they can think of other situations this would apply to.

If the students show a sound understanding of these concepts, you may wish to adapt the following activities to make them more appropriate for your students.

Activity 3: How Do We Include?

Write the word “discrimination” on the board and discuss its meaning. You may like to use a “concept definition map” to help students’ understanding. For more information on concept definition maps, see *Approaches to Building Conceptual Understandings*, page 14, at http://ssol.tki.org.nz/content/download/2454/12499/file/Conceptual_Understandings.pdf

Give small groups of students a copy of the UNCROC rights from pages 34–37 and ask them to identify which rights deal with preventing discrimination.

The following is a suggested area of discrimination that students could explore. Other areas could be explored instead if they are more appropriate for your students.

Ask the students to read the excerpt from *The Penguin History of New Zealand* (appendix C) and the sections under 1858 and 1867 on <http://history-nz.org/maori/>. The following could be used as discussion questions:

- What was the original purpose of the Native Schools Act?
 - What formal and informal groups were involved in implementing the Native Schools Act?
- How do you think the decision to actively discourage the use of te reo Māori in schools affected Māori students and their whānau?
 - How may Māori children have felt when they first went to school?
 - How may parents who only spoke Māori have felt visiting the school?
 - How may it have affected the way in which parents could help their children learn?
 - How may the decision have affected the way Māori children felt about speaking Māori at home?
- How could restricting Māori students’ use of Māori language infringe any rights in UNCROC?

A Johari window (see appendix D) could be used to help the students analyse the short- and long-term positive and negative consequences of the different decisions to do with te reo and education.

Once students have a good understanding of the impact of the Native Schools Act, they can apply this knowledge to current situations. Students could consider how school rules or student/teacher behaviour

The students' answers could provide information for assessing the level 4 social sciences achievement objectives.

The students' responses could provide information for assessing the level 4 health and PE achievement objective.

include or exclude speakers of other languages. Ask students:

- What happens in a school today that makes it hard for people who don't speak English at home?
- What changes could be made to make it easier at school for people who don't speak English at home?
- How can we help speakers of other languages feel more included?

Activity 4: Differing Abilities

Note: This is a values exploration activity, in which students discuss values and beliefs that they may hold closely. Students will not all agree, so look to develop reasoned positions to explain values and perspectives. Look to discourage statements that are prejudiced or stereotyped and work to develop understandings that are supported by evidence and informed by principles of human rights and equality for all.

Share pages 18 and 19 with your students. Discuss with them whether this swimming race is fair for the boy who is missing a leg. Ask them if they think he should be given special treatment because of his leg or if he should be treated the same as the other competitors. Read right 23 and discuss how UNCROC says that everyone should be included and treated fairly. Write the terms “included” and “treated fairly” on the board and discuss what they mean with the students.

Read the article [NZQA defends scholarship policy](#). Ask the students whether or not they

This activity could provide information for assessing the level 4 social sciences achievement objectives.

think it is fair that native speakers should be able to compete for scholarship prizes against students who have learnt a language only in class. Allow time for the students to debate and justify their opinions.

When the picture of the swimming race and the scholarship issue have been discussed, compare the similarities and differences between the two situations.

Divide the class into small groups and hand out a set of scenario cards (see appendix E) to each group. Ask them to read the cards carefully and to sort them into “fair”, “not fair”, and “not sure”. The groups could then share their choices and reasoning with another group. Some students may ask for further information on the scenarios to help make their decisions. You can choose to add details if requested.

The groups' responses could provide information for assessing the level 4 health and PE achievement objective.

As a follow-up, groups could choose one scenario they thought was unfair and plan how it could be made fairer or how these children could be better included.

Theme Three:

The Rights of the Child

This theme is designed to give students an understanding of how rules and laws affect children's

rights and how people can work towards changing laws or rules that could lead to violation of rights.

Levels 1–2

Conceptual understanding	Achievement objectives	Activities	Social inquiry processes
Children have rights, and these are protected by rules, laws, and conventions.	Social Sciences Level 1: Understand that people have different roles and responsibilities as part of their participation in groups. Level 2: Understand that people have social, cultural, and economic roles, rights, and responsibilities.	1. Rights Matching 2. School Rules	<ul style="list-style-type: none"> Finding out information Analysing their own and others' responses

Diagnostic Snapshot

Step A

Ask your students:

- What are rights?
- What rights do children have?
- What are rules?
- What are laws?

If the students show a sound understanding of these concepts, move on to step B.

Step B

Ask your students:

- What are some rules at school that help protect your rights?
- What are some laws in New Zealand that help protect your rights?

If the students show a sound understanding of these concepts, you could move on to the higher level activities or adapt the following activities to meet the needs of your students.

Activities

Activity 1: Rights Matching

Divide the class into small groups. Give each group a copy of the small illustrations from the book (see appendix A) and a list of the rights in the United Nations Convention on the Rights of the Child (UNCROC) from pages 34–37 of *For Each and Every Child*. If your students are very young, you may want to discuss the most relevant rights and ask them to draw a picture to represent each one. If required, a simplified version of the rights is available at <http://www.acya.org.nz/?t=92>

Explain to the students that each illustration in the book is linked to one right from UNCROC (in a blue box in the right-hand corner) but that the illustration could also relate to other rights.

Ask the students to cut out the rights and match them with the illustrations. Then have the groups check whether any rights from UNCROC didn't match. If so, groups could brainstorm situations showing these rights being met and create illustrations to go with them.

Activity 2: School Rules

Choose six school rules that apply to the students, for example, students must wear a sunhat while they are outside at playtime, or students must not run in the corridors.

Write the six school rules on separate pieces of paper and give small groups one rule each. Using the UNCROC rights from the rights-matching activity, ask the students to decide which rights relate to their school rule. For example, wearing sunhats outside at playtime is related to the right to develop healthily

This discussion could provide information for assessing the level 1 and 2 social sciences achievement objectives by drawing out students' knowledge about the responsibility of those who made the rules (level 1), as well as their own rights as a child, as a child in school, and as a child in society (level 2).

(right 6), the right to quality health care (right 24), the right to an appropriate standard of living to meet their physical needs (right 27), and the right to play (right 31).

Discuss with the students how school rules protect their rights and how the rules or laws in society have the same purpose. You may wish to choose an applicable law, such as the 30 km/hour speed restriction in many busy urban areas, so that students can apply this understanding to rules outside the school context.

Level 3

Conceptual understanding	Achievement objective	Activity	Social inquiry processes
Children's rights are met in a number of different ways.	Social Sciences Level 3: Understand how groups make and implement rules and laws.	3. Children's Rights across the World	<ul style="list-style-type: none"> Finding out information Exploring people's values

Diagnostic Snapshot

Step A:

- Tell your students that every child has the right to education but that schools are different across New Zealand. Ask "What are some different ways in which a child could get an education in New Zealand?"
- Describe a different right to the class. Ask "How might this right might be met for different children across New Zealand?"

If the students show a sound understanding of these concepts, move on to step B.

Step B:

- Tell your students that every child has the right to quality health care. Ask "What could quality health care look like in New Zealand, and how is it different to quality health care for a child in another country?"
- What are some other ways one particular right could be different for children in different parts of the world?

If the students show a sound understanding of these concepts, you could move on to the level 4 activity or adapt the following activity to meet the needs of your students.

Activity 3: Children's Rights across the World

Discuss with the students that all countries in the world except for Somalia and the United States of America have ratified UNCROC. It is the most widely and rapidly ratified human rights treaty in history. In New Zealand, UNCROC is not law, but the principles of UNCROC constitute customary international law, which is binding on New Zealand. Our judiciary has established that rights like those contained in UNCROC must be taken into account when decisions are made that affect children. Customary international law forms part of domestic law unless it is in conflict with an Act of Parliament. (The above information is sourced from the UNICEF research paper "Local Government: Respecting the Rights of our

Children" at <http://www.unicef.org.nz/store/doc/RespectingtheRightsofChildren-ResearchReport.pdf> For example, if a parent has done something wrong, they may be given name suppression to protect their children's right to privacy (right 16). Someone with no children who did the same thing may not qualify for name suppression.

Ask the students to choose one right from pages 34–37 and create a mind map showing how this right is met in New Zealand and one other country of their choice. For example, they may include on their mind map the mean years of schooling in each country. According to the [UN International Development Indicators](#), the mean number of years of schooling in New Zealand is 12.5, whereas in the United Kingdom it is 9.3.

Students could identify what values underpin their chosen right, for example, they may consider right 28, the right to education. The underlying values they identify could be that learning is important and that everyone should be allowed to learn to the best of their ability. Students' findings could be shared either visually (as a poster or mini book) or orally.

If possible, students could look at the laws relating to their chosen right to see whether the government's decisions impact in a positive or negative way on it. For example, New Zealand law gives every child aged

These findings could provide information for assessing the level 3 social sciences achievement objective by asking students to identify how different groups make and implement laws because of their different values.

between 5 and 19, regardless of needs, the right to free education and to attend school. If they live too far away from a school, they can do their schooling by correspondence. No one may employ a child under the age of 16 during school hours, as this may interfere with their school attendance. See the text of the [Education Act](#) for further details.

In other countries, this right may not be met to the same degree. For example, in Uzbekistan schools close early during cotton harvest so that students can help with harvesting.

Level 4

Conceptual understanding	Achievement objectives	Activity	Social inquiry process
Children and adults can work to protect/meet the rights of children.	Social Sciences Level 4: Understand how formal and informal groups make decisions that impact on communities. Level 4: Understand how people participate individually and collectively in response to community challenges.	4. We Can Make a Difference!	<ul style="list-style-type: none"> Analysing their own and others' responses

Diagnostic Snapshot

Step A

Ask your students:

- Can you think of any examples in which children don't have their rights met?
- Who is responsible for meeting those rights?

If the students show a sound understanding of these concepts, move on to step B.

Step B

Ask your students:

- What are some things we could do to help these children to have their needs met?

If the students show a sound understanding of these concepts, you may wish to adapt the following activity to make it more appropriate for your students.

Activity 4: We Can Make a Difference!

Give students the following case studies of young people who are working to meet the rights of other children.

<http://green.yahoo.com/blog/care2/46/five-kids-who-are-changing-the-world.html>

Ishmael Beah – helping child soldiers. http://www.unicef.org/people/people_47890.html

Iqbal Masih and Craig Keilburger – helping prevent child labour http://en.wikipedia.org/wiki/Free_the_Children

The students' responses could provide information for assessing the level 4 social sciences achievement objectives.

Mayerly Sanchez – working for peace in Colombia
<http://www.ourpriorities.youth-leader.org/?p=186>

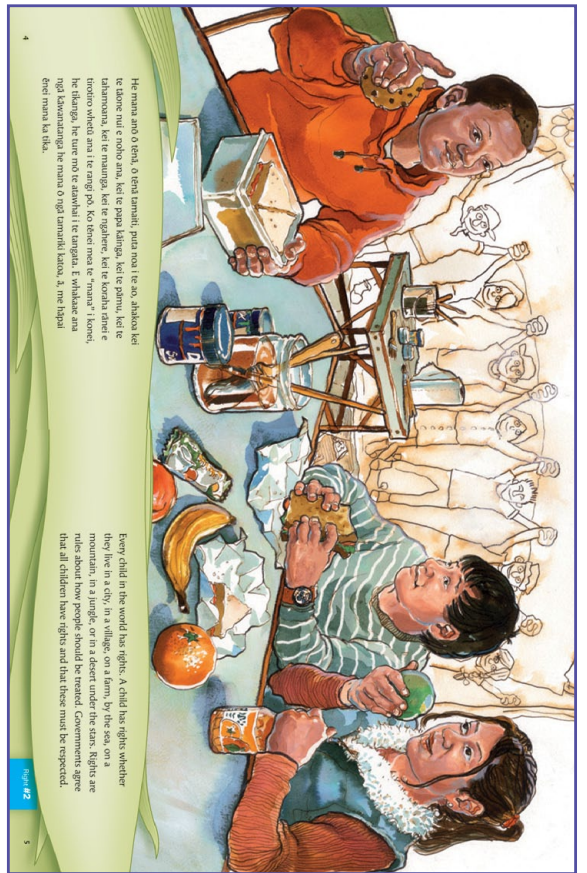
If there are students in your school or community who are working for positive change, they could be included as case studies.

Students could then choose two or three to research further and to compare the similarities and differences between them.

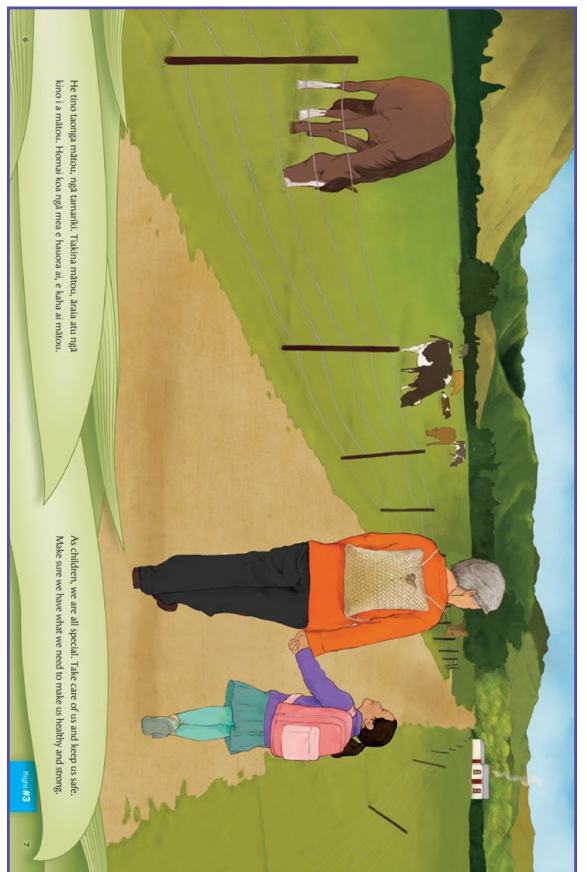
As an extension, students may like to develop their own plan for helping protect the rights of other children.

Appendix A: Illustrations

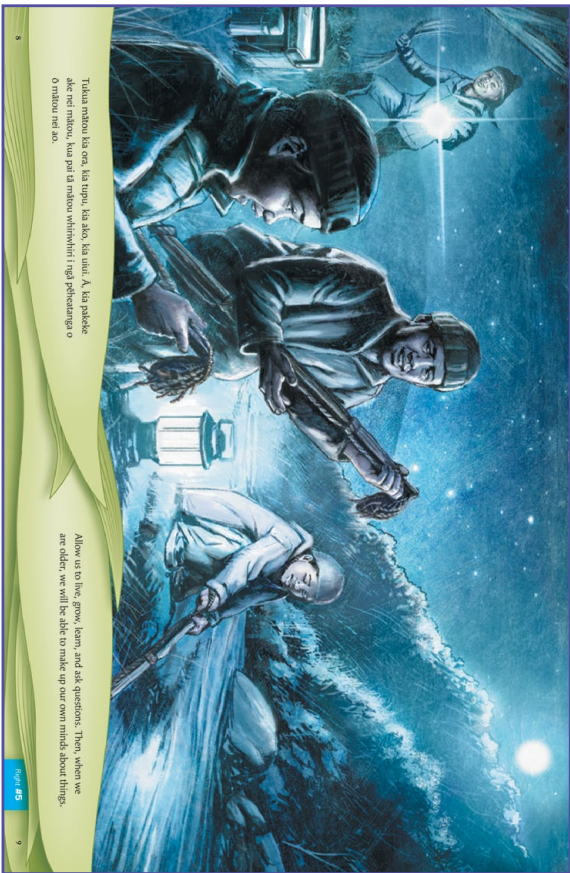
pages 4-5



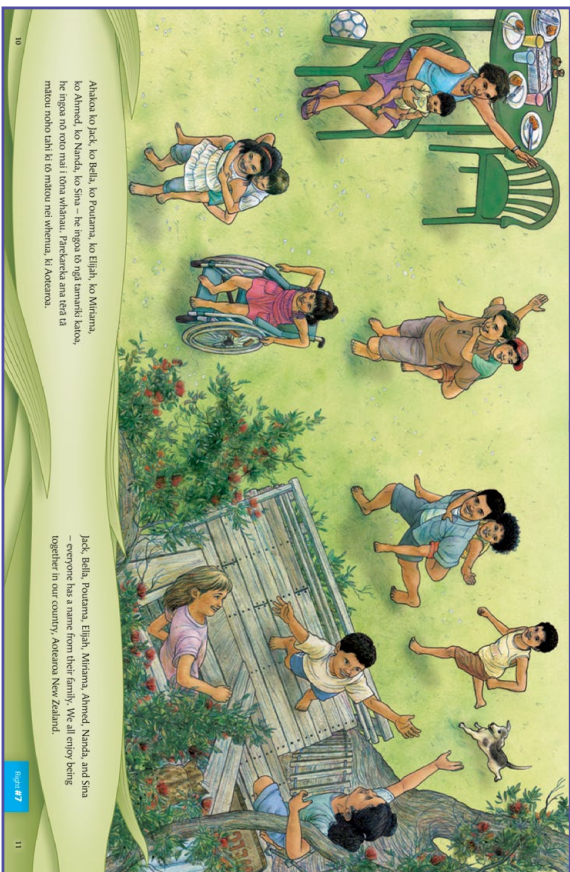
pages 6-7

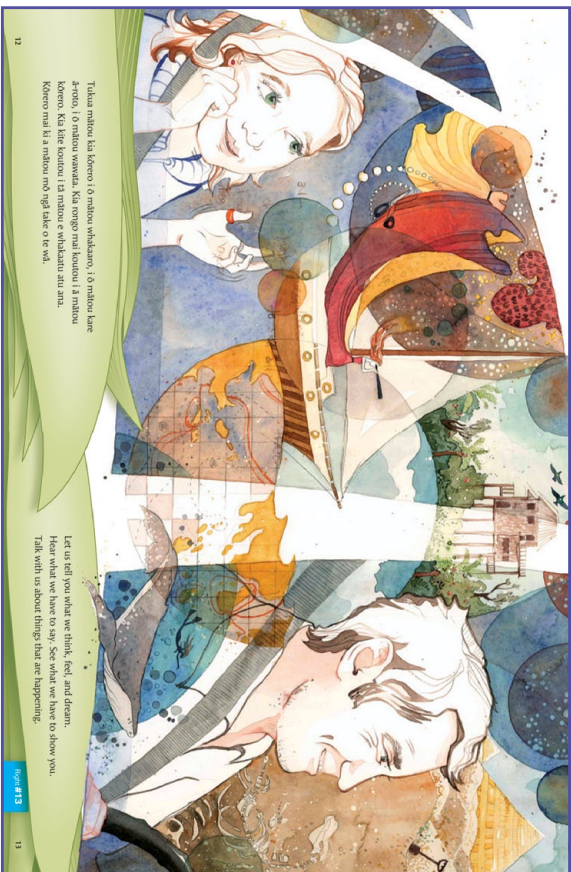


pages 8-9

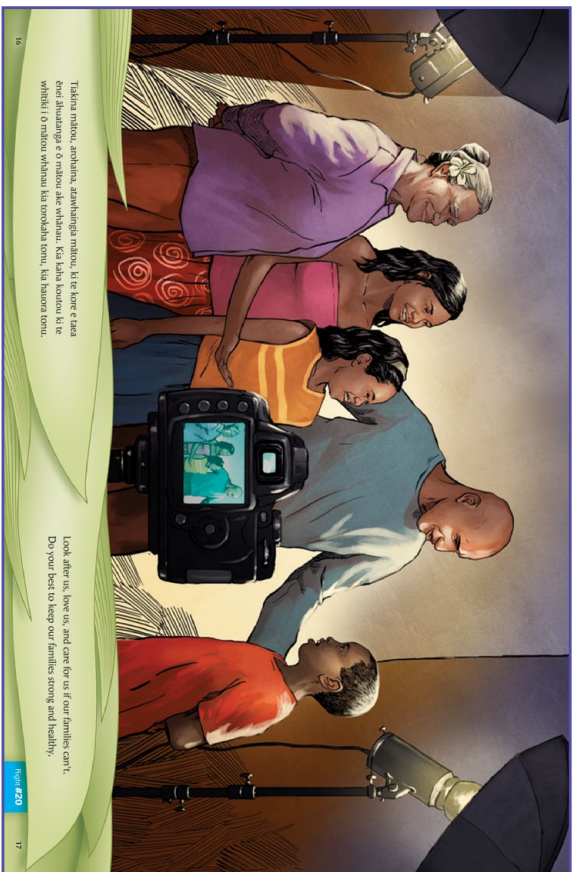


pages 10-11

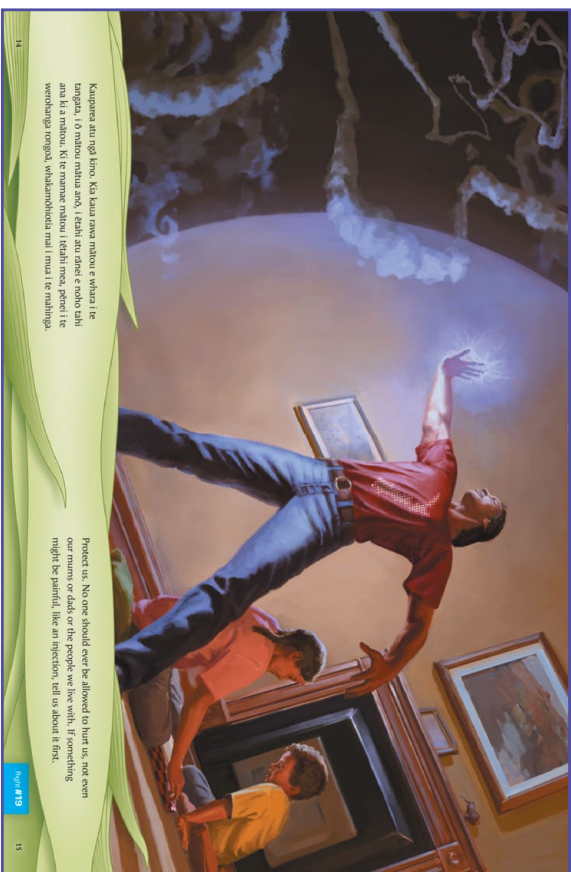




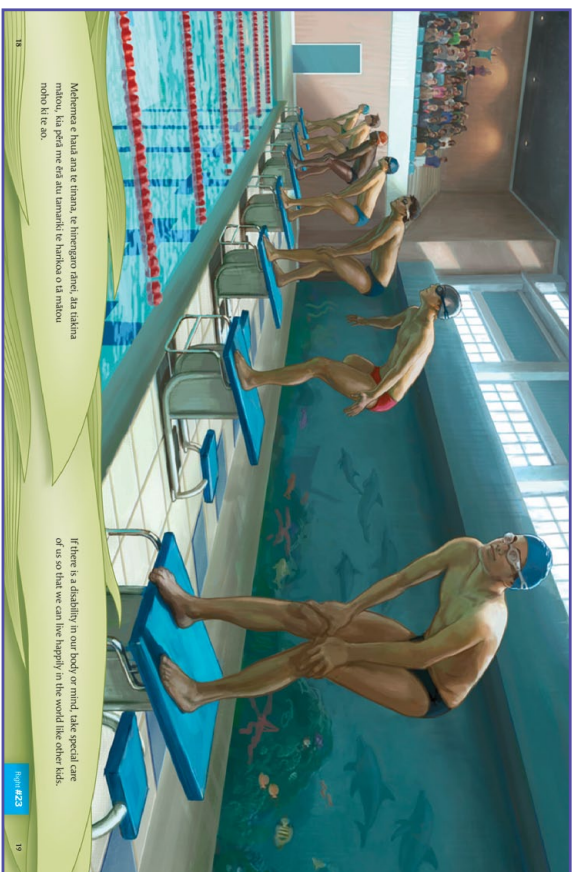
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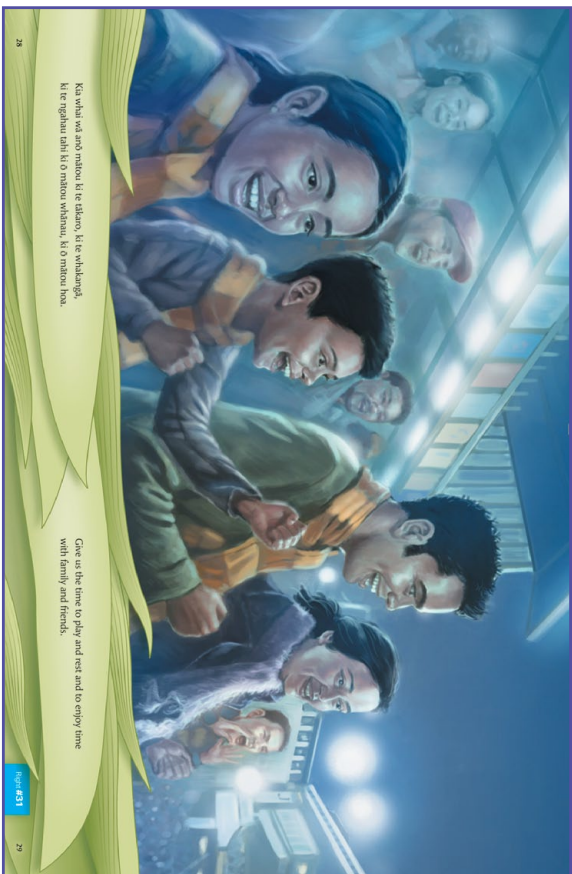
pages 16–17



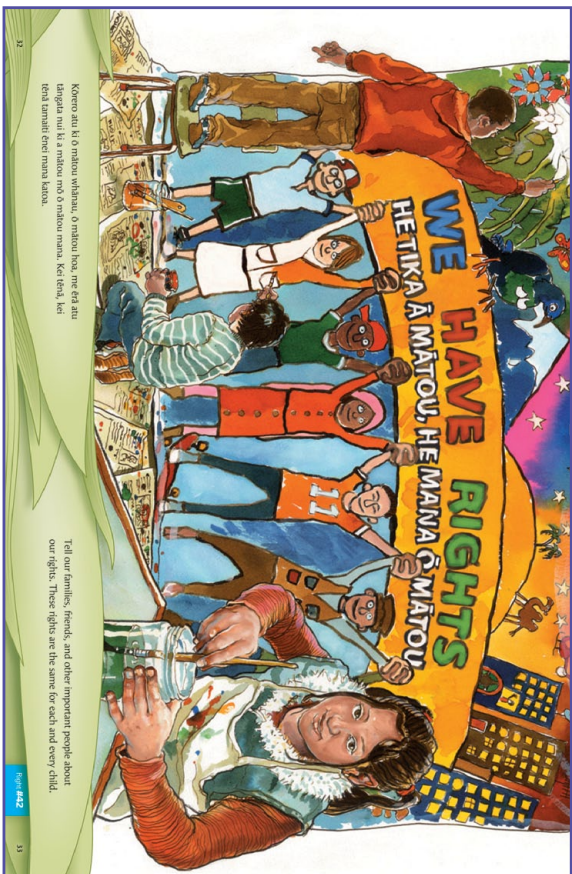
pages 14–15



pages 18–19



pages 28–29



pages 32–33



pages 30–31

Appendix B: Example of a Think Sheet

Name:
What did I do?
What part of the class charter did I breach?
How were my teacher's or classmates' rights affected by what I did?
What could I do to fix the breach?
My plan to correct what I did:
Plan agreed on by the people who were affected? Yes No
Change to plan if necessary
Plan carried out on _____ date.

Appendix C: Excerpt from *The Penguin History of New Zealand* by Michael King, page 234

[The] 1867 Native Schools Act ... enabled primary schools to be established at the request of Māori communities under the supervision of the Native Department. At the specific request of Māori parents, the medium of instruction in these schools was to be English. Most of those parents who expressed a view on this issue in the 1860s thought that Māori was best learnt at home and English in the schools, to give pupils access to a wider world of knowledge. This policy was sometimes taken to extremes in the years that followed, with many children reporting that they had been punished for speaking Māori within school boundaries.

Appendix D: Johari window

A Johari window is a way to organise and focus thinking about consequences. Students fill in the chart with short- and long-term positive and negative outcomes, as in the example below.

Johari window looking at the consequences of the Native Schools Act

	Short term	Long term
Positives	Māori children learnt to speak English. Native schools got more funding.	Māori children then taught their children English when they grew up.
Negatives	Māori children were punished for speaking Māori at school.	Some Māori children felt bad about their Māori heritage.

Appendix E: Scenario cards

Fair	Not Fair	Not Sure
Two girls are caught doing something they shouldn't at school and are given lines as their punishment. One girl has dyslexia and finds writing hard.	A boy with English as a second language is allowed to have extra time to complete his test.	A shy girl in the class is allowed to give her speech to a small group, not the whole class.
A boy in the class finds sitting still really hard. The teacher lets him sit on a chair when the class is on the mat.	In the cross-country run, the girl who comes first is asked to go back and encourage the ones who are struggling.	A boy who is allergic to dishwashing liquid is excused from washing-up duty at the school camp.
A boy in the class has finished his work early, so the teacher asks him to help another boy who has been mucking around.	A girl who didn't bring food for the shared lunch is not allowed to join in the lunch with the class.	A boy with Down syndrome gets a reward for coming and sitting on the mat quickly.
A girl is turned down for the student council because she is struggling academically.	A boy who hits other children in the playground is not allowed to attend the school camp.	A girl with behavioural problems gets a reward for coming and sitting on the mat quickly.
A boy is turned down for a part in the school production because he speaks English with an accent.	A girl in a wheelchair is not allowed to participate in the cross-country run.	An entire class are punished because several students were mucking around on the way down to PE.

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