



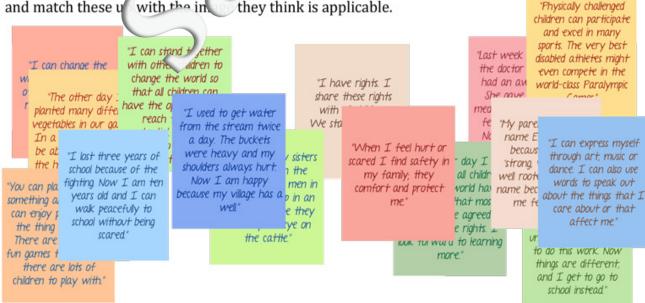
Introduction to The United Nations Convention on the Rights of the Child Presentation

1st Presentation: Identification of Rights

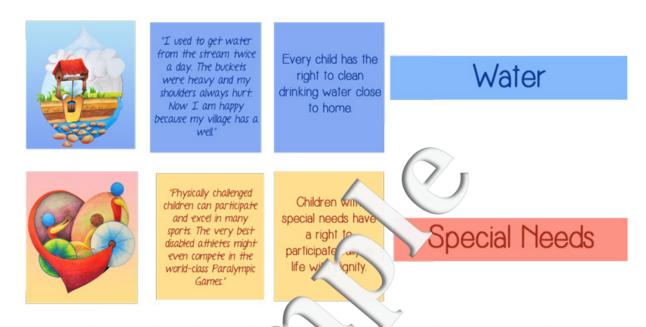
1. **Identification**: Lay all the Rights Image Cards on the table or carpet so that the children can see all 15 images.



2. **Analysis**: Read examples fithe 11 ch a quote cards and the children discuss and match these unwith the in they think is applicable.



3. **Application**: Children match up the Right Text Card with the Quote Card and the Image Card, and then place the right Label next to the 3 cards. Please note: the cards will be sorted at random, and the classification of the rights into the 3 main categories: Provision Rights, Protection Rights, and Participation Rights will come in the next presentation.



I have each child say out loud: "I have the to come in drinking water close to home." Or, "children with special needs have a right" o partial fully in life with dignity." Making these statements helps solidify the idea that the have rights.

2nd Presentation: __llysis f Rights

In this presentation of vze the Convention's rights and classify them into the 3 broad categories: Provision Rights, Projection Rights, and Participation Rights. The colour of the cards and Labels provides the ontrol.

- 1. **Identification**: Have children lay out all the cards, quotes, and images with the title labels on the carpet or table. They will require quite a bit of space for this.
- 2. Analysis: Present each of the 3 major category cards. Discuss the meaning of each category.







3. **Application/Action**: Children collaborate to figure out which right fits into which category. The colour of the title labels will provide the control of error, and they might have other ideas that are important to consider.















A good life lived to its full potential is the right of every child

Having the children decide the hierarchy within each category can further develop this step.

3rd Presentation: Application of Rights

In this presentation children create a classroom charter of rights:

- 1. Identification: What is the definition of a "Right"?
- 2. **Analysis**: Analyze the rights in the Conventio. determine which rights are/are not respected for each child. This can lead to a livery discussion ©.
- 3. Application/Action: The hildring can classroom Convention together.