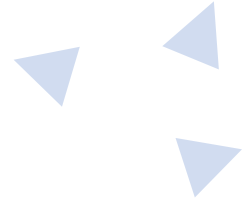


**Burnaby Children's Charter**  
**Resources and Book List**  
**October – The Right to Learn**



Book List:

**When I Was Eight** by Christy Jordan-Fenton, illustrated by Margaret Pokiak-Fenton (recommended for ages 6-9)

**For the Right to Learn: Malala Yousafzai's Story** by Rebecca Langston-George.

**From Far Away** by Robert N. Munsch

Activity Ideas:

**10 Tips for Teaching Outside the Classroom**

<https://meganzeni.com/teaching-outside-the-classroom/>

<https://meganzeni.com/best-kid-clothing-for-learning-outdoors/>

**A Walking Curriculum:**

<http://www.educationthatinspires.ca/2016/01/25/a-walking-curriculum-supporting-learning-through-focused-walking-k-12/>

# 32 I have a right to...

*Right to know your rights (CRC article 42) and responsibility to learn about your rights*

<b>Age</b>	6+
<b>Time</b>	20 minutes
<b>Materials</b>	None
<b>Values</b>	Respect, responsibility
<b>Life skills</b>	Self-management, interpersonal relationships

Before you begin this activity, we recommend you read **Reference: Children's rights.**

## About this activity

Group members assume different positions related to children's rights that someone calls out. Then, in the group discussion, they explore children's rights and identify ways to learn more about children's rights.

## Instructions

1. Introduce the activity by briefly discussing children's rights with the group. If helpful, share the following definition of children's rights with your group (rephrase as needed to ensure comprehension):

All human beings are born equal and have human rights. **Children's rights** are specific rights that belong to everyone under 18. They recognize that young people require special protections to help them grow, learn, play, participate and reach their full potential. All children's rights are important, and no one can take them away from you.

2. Ask the group if they know some of their rights and have them name a few examples, such as the right to food, shelter, education, and safety.
3. Divide the group into teams of 2. Each team is made up of a runner and an actor. They should stand opposite each other on either side of the play area.
4. As the leader of the activity, you should stand somewhere in between the 2 so that all the players can see you.

5. Explain to the group that they are going to act out 4 different children's rights by assuming the positions you will describe to them. Each right has a corresponding position. Both members of each team are needed to act out the right. First the actors assume their part of the position and then the runners run to the actors to complete the position (see the descriptions of positions below). The 4 positions listed represent the following rights: education, safety, opinion, and rest. You can also invent other positions for other rights.
6. Call out 1 of the 4 rights. The last team to complete the position becomes the next caller. The remaining runners and the actors return to their original places on either side of the play area and wait to hear the next right to be acted out.
7. Once all rights have been called out a couple times, move to the group discussion.

### DESCRIPTIONS OF POSITIONS

<b>Right to education</b>	This right is represented by a book. The actor holds a book and the runner crosses the room to get the book and pretends to read.
<b>Right to safety</b>	This right is represented by holding hands to help each other. The actor stands with their hands extended. The runner crosses the room and holds hands with the actor.
<b>Right to give your opinion and be heard</b>	This right is portrayed by one person speaking and another listening. The actor stands in a listening position, with a hand cupped around their ear (to hear better) and the runner kneels in front of the actor, with their hands cupped around their mouth (to be better heard).
<b>Right to rest</b>	Nobody should move.

## Group discussion



### FEEL

- How did you like the activity?
- 



### THINK

- What are the 4 rights we acted out? Can you name some other rights?
  - Why do you think children's rights are important?
- 



### ACT

- What can we do together to learn more about our rights?
- What can we do to help other young people learn about their rights?



## Challenge

Make a children's rights poster or collage and put it up in a public space to allow other young people to learn about their rights.