

Rights Respecting Schools and Alberta Policy Connections

UNICEF Canada’s Rights Respecting Schools (RRS) initiative uses the United Nations Convention on the Rights of the Child as a basis for building an inclusive and respectful school culture. In these schools, children’s rights are adopted as guiding principles that inform a common set of values shared by all members of the school community. These common values create a sense of community and become the lens through which students, teachers, school administrators and parents make decisions, choose behaviour, and participate at their school.

The RRS initiative is completely in line with Alberta’s Social Policy, which strives for Albertans to be safe, healthy, secure and resilient, lifelong learners, included, active and engaged. The Social Policy principles of dignity, inclusion and accountability are particularly relevant to the RRS program where the school community works together to ensure that all students understand their rights and responsibilities and have an opportunity to share what matters most to them. In addition, much like the Social Policy Framework, the Alberta Children’s Charter, which is in development, will strive to ensure that policies and programs in Alberta are interpreted through a “children’s lens”.

CURRICULUM CONNECTIONS ALBERTA

Grade 3

SELECTED SPECIFIC CURRICULUM CONNECTIONS RELATED TO THE CONVENTION ON THE RIGHTS OF A CHILD

Students will:

Links to Global Concepts

Interdependence
Images and Perceptions
Social Justice
Conflict and Conflict Resolution
Change and The Future
Human Rights

CONVENTION ARTICLES

English Language Arts

- connect prior knowledge and personal experiences with new ideas and information in oral, print and other media texts
- explain understanding of new concepts in own words
- explore ideas and feelings by asking questions, talking to others and referring to oral, print and other media texts
- choose appropriate forms of oral, print and other media texts for communicating and sharing ideas with others
- ask for the ideas and observations of others to explore and clarify personal understanding

12, 13, 17, 28, 29

Science

- identify the food needs of at least one animal from each of the following groups: mammals, birds, fish, reptiles, amphibians, insects; and describe changes in how each animal obtains food through different stages of its life
- demonstrate awareness that parental care is characteristic of some animals and not of others, and identify examples of different forms of parental care
- demonstrate awareness that animals require different habitats in order to meet their basic needs of food, water, shelter and space
- demonstrate knowledge of the needs of animals studied, and demonstrate skills for their care
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19, 24, 25, 27, 28, 29

Social Studies

- examine the social, cultural and linguistic characteristics that affect quality of life in communities in other parts of the world
- appreciate elements of global citizenship
- demonstrate skills of cooperation, conflict resolution and consensus building
- develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community
- demonstrate skills of oral, written and visual literacy

12, 13, 17, 28, 29

Health and Physical Education

- analyze the factors that affect choices for physical activity; e.g., the impact of technology/media
- improve and practice positive health habits
- employ practices that provide safety for self and others
- assess how individual contributions can have a positive influence upon the family, school and community
- describe the benefits of physical activity to the body
- understand the connections between physical activity and emotional well-being

3, 17, 19, 24, 27, 28