

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 4

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

- compare new ideas, information and experiences to prior knowledge and experiences
- identify other perspectives by exploring a variety of ideas, opinions, responses and oral, print and other media texts
- explore ways to find additional ideas and information to extend understanding

12, 13, 17, 28, 29

Science

- a willingness to base their conclusions and actions on the evidence of their own experiences
- a willingness to work with others in shared activities and in sharing of experiences
- respect for living things and environments, and commitment for their care

12, 13, 15, 28, 29

Social Studies

- appreciate how land sustains communities and quality of life
- demonstrate care and concern for the environment through their choices and actions
- recognize how stories of people and events provide multiple perspectives on past and present events
- value and respect their own and other cultural identities
- demonstrate respect for the rights, opinions and perspectives of others
- how does living in a particular community, region or province help shape individual and collective identity
- contribute and apply new ideas and strategies, supported with facts and reasons, to decision making and problem solving
- consider the needs and points of view of others
- work collaboratively with others to complete a group task
- respond appropriately to comments and questions, using language respectful of human diversity
- listen to others in order to understand their perspectives

12, 13, 28, 29, 30

Health and Physical Education

- explore the connections among physical activity, emotional wellness and social wellness
- examine the impact of environmental factors on personal health, and develop positive environmental health habits
- analyze the need for variety and moderation in a balanced diet
- describe ways to respond appropriately to potentially dangerous situations related to environmental conditions
- describe and demonstrate ways to assist with the safety of others
- recognize that individuals can have a positive and negative influence on the feelings of others
- identify the nutritional needs related to physical activity
- recognize and personally acknowledge individual and other attributes that contribute to physical activity
- describe positive benefits gained from physical activity
- understand the connection between physical activity, stress management and relaxation
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3, 19, 21, 24, 27,
32, 33, 37