

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 6

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

- use prior experiences with oral, print and other media texts to choose new texts that meet learning needs and interests
- read, write, represent and talk to explore and explain connections between prior knowledge and new information in oral, print and other media texts
- select from the ideas and observations of others to expand personal understanding
- use talk, notes, personal writing and representing, together with texts and the ideas of others, to clarify and shape understanding

12, 13, 28, 29

Science

- ask questions that lead to exploration and investigation
- identify one or more ways of finding answers to given questions
- identify sources of information and ideas and access information and ideas from those sources. Sources may include library, classroom, community and computer-based resources
- state an inference, based on results. The inference will identify a cause and effect relationship that is supported by observations
- communicate effectively with group members in sharing and evaluating ideas, and assessing progress
- critical-mindedness in examining evidence and determining what the evidence means
- a willingness to use evidence as the basis for their conclusions and actions
- appreciation of the benefits gained from shared effort and cooperation
- respect for living things and environments, and commitment for their care

17, 28, 29

Social Studies

- what are the rights and responsibilities of citizens living in a representative democracy
- how does Canada's justice system help protect your democratic and constitutional rights
- how does the Canadian Charter of Rights and Freedoms protect the individual rights and freedoms of all Canadians
- propose and apply new ideas, strategies and options, supported with facts and reasons, to contribute to decision making and problem solving
- consider multiple perspectives when dealing with issues, decision making and problem solving
- collaborate with others to devise strategies for dealing with problems and issues
- demonstrate the skills of compromise to reach group consensus
- work collaboratively with others to achieve a common goal
- demonstrate commitment to the well-being of their community by drawing attention to situations of injustice where action is needed
- listen to others to understand their perspectives

2, 4, 7, 12, 13, 17

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Students will:

Links to Global Concepts

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

CONVENTION ARTICLES

Health and Physical Education

- evaluate the need for balance and variety in daily activities that promote personal health
- examine how health habits/behaviours influence body image and feelings of self-worth
- identify and communicate values and beliefs that affect healthy choices
- analyze how laws, regulations and rules contribute to health and safety practices
- develop and demonstrate strategies to build and enhance relationships in the family
- develop strategies to maintain and enhance appropriate cross-age relationships
- explain the relationship between nutritional habits and performance in physical activity
- demonstrate and select ways to achieve a personal functional level of physical fitness through participation in physical activity
- understand the connection between physical activity, stress management and relaxation
- demonstrate enjoyment of participation through extended effort in physical activity
- identify and demonstrate strategies that encourage participation and continued motivation
- select simple, safe practices that promote an active, healthy lifestyle
- identify how people, facilities and communities influence physical activity
- make decisions to be active within group activities or individually

3, 24, 26, 27