

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 1

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

- share personal experiences that are clearly related to oral, print and other media texts
- talk with others about something recently learned
- make observations about activities, experiences with oral, print and other media texts
- experiment with different ways of exploring and developing stories, ideas and experiences
- listen and respond appropriately to experiences and feelings shared by others
- participate in shared listening, reading and viewing experiences, using oral, print and other media texts from a variety of cultural traditions and genres, such as poems, storytelling by elders, pattern books, audiotapes, stories and cartoons
- write, represent and tell brief narratives about own ideas and experiences

3, 12, 13, 17, 28,
29

Science

- identify ways in which living things are valued; e.g., as part of a community of living things; as sources of food, clothing or shelter
- identify the requirements of animals to maintain life; i.e., air, food, water, shelter, space; and recognize that we must provide these for animals in our care

19, 24, 27, 28, 29

Social Studies

- value self and others as unique individuals in relation to their world
- value the groups and communities to which they belong
- develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community
- demonstrate skills of oral, written and visual literacy

2, 3, 12, 13, 28

Health and Physical Education

- describe the health benefits of physical activity
- demonstrate positive hygiene and health care habits
- recognize the importance of basic, healthy, nutritional choices to well-being of self
- describe actions to use in unsafe or abusive situations
- determine reasons for and apply safety rules at home and at school
- describe how physical activity makes you feel
- understand the connections between physical activity and emotional well-being

3, 19, 24, 27, 28,
31