

Ethics and Religious Culture

Learning and Evaluation Situation

A Community Life Charter

Elementary Cycle Three

Competency 1
Reflects on ethical questions

Competency 3
Engages in dialogue

Mai 2012

TABLE OF CONTENTS

Presentation of the situation	1
Overview of tasks	3
Suggested procedure	4
Evaluation tools	
Rubric	9
Observation checklist for the practice of dialogue	10
Reproducible documents	
Notes on the concepts	11
Worksheet 1 — Acceptable and unacceptable social behaviour	13
Worksheet 2 — Important concepts in ethics	14
Worksheet 3 — Exploring charters	15
Worksheet 4 — Organizing ideas	16
Worksheet 5 — Peer evaluation of dialogue	17
Worksheet 6 — Our Community Life Charter	18
Worksheet 7 — Summary of learning	19
Suggested Reading List	20

Note:

The teacher is invited to view the video clip (in French only) illustrating this LES by going to www.mels.gouv.qc.ca/ecr and clicking on “English tab” followed by “Reserved space registration.” A username and password are required.

PRESENTATION OF THE SITUATION

Throughout this learning and evaluation situation (LES), the students become aware of the fact that life in society is governed by values, norms, rights and responsibilities. They are asked to identify actions and attitudes that are considered acceptable in society and to suggest guidelines conducive to the adoption of behaviours that respect human dignity and foster community life.

WHAT IS EXPECTED OF STUDENTS

A Community Life Charter

EVALUATION

The following can be taken into consideration when evaluating students' work:

ETHICS AND DIALOGUE	CORRESPONDING TASKS
Criterion 1 — Ethical treatment of a situation <input type="checkbox"/> Consideration of reference points	Worksheet 3 (all the questions) Worksheet 4 (question 1) Worksheet 6 (questions 2 and 5)
Criterion 2 — Relevant evaluation of options <input type="checkbox"/> Description of effects stemming from the suggested options <input type="checkbox"/> Selection of options conducive to community living	Worksheet 4 (question 2) Worksheet 6 (questions 1, 3, 4 and 6)
Criterion 3 — Appropriate use of dialogue <input type="checkbox"/> Appropriate interaction	Worksheet 5 (all the questions)

Note:

These indicators can be found in the rubric on page 9. They are the most easily observable indicators for making a judgment on student success in the required task. Teachers may target other criteria and indicators, depending on their use of the LES.

CONNECTIONS WITH THE QUÉBEC EDUCATION PROGRAM

Broad area of learning covered	Citizenship and Community Life
Cross-curricular competency targeted	Uses information <small>*The teacher could target another cross-curricular competency – see the <i>Québec Education Program</i>, ch. 3.</small>
Subject-specific competencies evaluated	<input type="checkbox"/> Reflects on ethical questions <input type="checkbox"/> Engages in dialogue
Targeted subject-specific program content	
<p>Theme and related content in ethics: Requirements of life in society:</p> <ul style="list-style-type: none"> • Acceptable and unacceptable social behaviour • Values, norms and responsibilities that guide life in society <p>Essential knowledge mobilized in ethics:</p> <ul style="list-style-type: none"> • Values • Norms • Community life • Rights • Responsibilities • Human dignity <p><small>*The teacher could target other knowledge to be mobilized, based on the <i>Progression of Learning in Elementary School</i>: [http://www.mels.gouv.qc.ca/progression/ethiqueCultureReligieuse/index_en.asp]</small></p>	
<p>Content related to the practice of dialogue:</p> <ul style="list-style-type: none"> • Forms of dialogue: discussion, deliberation • Means for developing a point of view: description, explanation • Means for questioning a point of view: recognizing and questioning judgments that make it possible to develop a point of view; recognizing and questioning procedures likely to hinder dialogue 	

SUGGESTED LEARNING SITUATION

For thousands of years, human beings have been living in societies. This way of life presents many advantages including the potential for mutual aid and sharing of group services such as public transportation and police services. But life in society also comes with its share of challenges: respect for the rights of each individual and for the laws governing our actions such as the *Highway Safety Code*, the *Criminal Code*, the rules of school life, etc.

While laws are essential to the smooth functioning of society, they do not address every aspect of the behaviours considered acceptable or unacceptable in daily life. Since laws are not intended to cover each and every one of our slightest actions, it is important to reflect on the criteria that could be used to distinguish the acceptable from the unacceptable in our society. To help both young people and adults to better understand the kinds of behaviours that foster community life, students are invited to suggest their own guidelines by drawing up their own charter for community living.

OVERVIEW OF TASKS

Length: About 4 hours

PREPARATION – about 75 minutes	PERFORMANCE – about 150 minutes
<p>Whole class Present the learning situation and discuss it with the students on the basis of the suggested ethical questions. <i>(Worksheet 1 — Acceptable and unacceptable social behaviour)</i></p> <p>Establish, along with the students, the meaning of the expression “to foster community life.” <i>(Worksheet 1 — Acceptable and unacceptable social behaviour)</i></p> <p>In teams, then individually Determine what students know about the concepts to be mastered in the process of producing the final work: value, norm, right, responsibility, charter.</p> <p>Explain details to the whole class, if necessary. <i>(Worksheet 2 — Important concepts in ethics)</i></p>	<p style="text-align: center;">TASK 1</p> <p>Individually Learn about the different kinds of charters: read them and understand how they are structured; study various articles of a charter and match them to values and responsibilities. <i>(Worksheet 3 — Exploring charters)</i></p> <p style="text-align: center;">TASK 2</p> <p>Individually Draft two articles of the proposed Community Life Charter and prepare explanations with a view to group discussion. <i>(Worksheet 4 — Organizing ideas)</i></p> <p>In teams Present, in turn, the information entered on Worksheet 4. Engage in discussion. Select three articles considered to be the most important by all the team members. <i>(Worksheet 5 — Peer evaluation of dialogue)</i></p> <p style="text-align: center;">TASK 3</p> <p>Present the possible effects of the three articles you selected for your Community Life Charter. Outline the responsibilities of all parties that may be affected when the charter is finally established. Explain how the selected articles would foster community life. <i>(Worksheet 6 — Our Community Life Charter)</i></p> <p>Whole class Each team presents its Community Life Charter and learns about the charters of the other teams.</p>
INTEGRATION – about 30 minutes	
<p>Whole class</p> <p>Review what was learned <i>(Worksheet 7 – Summary of learning)</i>.</p> <p>Review, along with the students, the ethical questions raised at the outset. State a few criteria that would make it possible to distinguish between acceptable and unacceptable behaviour in terms of community life.</p>	

SUGGESTED PROCEDURE

PREPARATION

Become familiar with the learning situation.

Gain an understanding of the concepts specific to ethics and life in society.

About 75 minutes

Whole class

- Give the students an overview of the learning and evaluation situation: the competencies targeted and evaluated, the theme, the work procedures.
- Present the learning situation and begin a dialogue with the students based on one of the following ethical questions:
 - ✓ What brings us to say that certain behaviour is acceptable or unacceptable?
 - ✓ What is acceptable or unacceptable in the relationships between members of society?
 - ✓ What is a just society?
 - ✓ Can men, women and children live together in a manner that respects human dignity? Explain.
 - ✓ What norms govern the actions and words of people living in society?
 - ✓ What are the advantages and disadvantages of life in society?

- Ask the students to carry out a short survey relating to acceptable and unacceptable social behaviour by questioning their family members and those around them.

- Ask the students to select newspaper stories or photographs that represent acceptable and unacceptable behaviour in society.

This information gathering process will lead the students to explore situations relating to various segments of society. Themes such as child labour around the world, racism, poverty or homelessness can be dealt with. The examples of acceptable behaviour may also be drawn from current news stories: every day, organizations and individuals foster community life.

Individually

- Ask the students to write down what they know about the concept of community life, as well as their initial thoughts with regard to the topic of the question raised in the suggested learning situation on **Worksheet 1 — Acceptable and unacceptable social behaviour**, on page 13.
- Add, to **Worksheet 1**, the information gathered during the mini survey.

Whole class

- Share the answers given on **Worksheet 1 — Acceptable and unacceptable social behaviour**. Record the answers from this worksheet on the blackboard or on a large sheet of paper so that the students can refer to them during the performance phase.
- Add the texts, images and photographs found by the students and use them to illustrate the distinctions between what constitutes community life and what does not.
- Organize work teams with the students (teams of 3 or 4).

Individually

- Ask the students to organize their knowledge with regard to the following concepts: value, norm, rights, responsibilities, charter. Use **Worksheet 2 — Important concepts in ethics**, on page 14.

Whole class

- Share the answers given on **Worksheet 2 — Important concepts in ethics**.
- Ask the students to make connections between the various concepts.

Example: Rights can be associated with responsibilities: children have the right to a free education and the responsibility to study well.
- Make any necessary clarifications. Point out that a charter is a type of norm that often defines rights and responsibilities specific to life in society. Also mention that certain values help determine the choice of articles that make up a charter.

*You can consult **Notes on the concepts**, on pages 11 and 12.*

PERFORMANCE

Study several charters that deal with various aspects of life in society.

TASK 1

About 30 minutes

Whole class

- Have the students learn about various charters. See suggestions in **Notes on the Concepts**.
- Ask the students to read a few excerpts from the charters and to identify orally values, rights and responsibilities.

Individually

- Present the students with **Worksheet 3 — Exploring charters**, on page 15.
*To fill out this Worksheet, the students will have to refer to the **Sporting Spirit Charter**:
http://www.mels.gouv.qc.ca/sections/publications/publications/SLS/Promotion_securite/CharteEspritSportif.pdf
as well as the **UN Convention on the Rights of the Child**:
<http://www.ovcsupport.net/s/library.php?id=1074>
*There are several versions of these charters, some more complex than others. The suggested Web sites present these texts in versions that are accessible to Elementary Cycle Three students. Having them refer to more complex versions would increase the difficulty of the task.**
- Give concrete examples of the expected answers. Here are a few suggestions.
For question 1: For article 8 of the Sporting Spirit Charter, “To show sporting spirit is to refuse to use illegal means or trickery to win,” the underlying values are honesty, loyalty or uprightness.
For question 2: *The responsibilities that can be linked to article 20 of the UN Convention on the Rights of the Child, “You have the right to special care and help if you cannot live with your parents,” are mainly those of the State. All countries that have signed the Convention on the Rights of the Child undertake to protect young people without families. These countries must find another solution to ensure that these children are respected along with their past and culture.*

Whole class

- Review the answers on **Worksheet 3 — Exploring charters** and point out to the students that the articles of their Community Life Charter must be related to values and responsibilities.
- Make connections between the articles selected by the students and the group definition of community life developed during the preparation phase.

PERFORMANCE (cont.)

Organize their ideas on the Community Life Charter and suggest relevant options.

Deliberate in teams in order to determine the content of the Charter.

TASK 2

About 75 minutes

Individually

- Ask the students to reflect on the articles of the Charter they intend to suggest to their fellow team members. See **Worksheet 4 — Organizing ideas**, on page 16.
- Develop, in conjunction with the group, writing guidelines that can be used in drafting their Charter articles:
 - ✓ In a society that fosters community life, all its members are entitled to . . .
 - ✓ To act as a citizen who fosters community life is to . . .
 - ✓ To foster community life is to . . .
 - ✓ To live well in society involves . . .
 - ✓ An acceptable behaviour is . . .
- Point out to the students that the following aspects will be taken into consideration in evaluating this task:
 - ✓ Do the selected articles take into account the well-being of individuals and the community?
 - ✓ Are the links established between the values stated at the top of Worksheet 4 and the proposed articles relevant?
 - ✓ Is the description of the effects that may result from each of these articles adequate?

Whole class

- Point out to the students that they will have to deliberate with their fellow team members in order to arrive at a consensus regarding the articles to be included in their Community Life Charter. In order to clearly explain their point of view, the students can draw upon what they wrote on **Worksheet 4 — Organizing ideas**.
- Explain, if necessary, what deliberation entails.
- Present the students with **Worksheet 5 — Peer evaluation of dialogue**, on page 17, before they begin to deliberate with their fellow team members.
- Point out to the students that the practice of dialogue will be evaluated on the basis of the following indicator: *Application of procedures that foster dialogue*. More specifically, they will be observed under the following aspects:
 - ✓ Respect for the right to speak (raising one's hand, waiting one's turn)
 - ✓ The clarity of the ideas expressed (*The value of justice is important because . . . I prefer John's article because . . .*)
 - ✓ The relevance of the questions asked of team membersThe teacher can take note of these observations using the **Observation checklist for the practice of dialogue**, on page 12. It is also possible to choose other elements to observe.
- Develop, along with the group, sample questions that could help to clarify fellow team members' statements regarding the articles in their Charter.

Sample questions: *Can you name the values that inspired your articles? Can you give examples of individual or group responsibilities related to the proposed articles? Can you give an example of a situation of life in society to illustrate the potential usefulness of your articles? Can you describe a possible effect of applying this Charter?*

In teams

- Ask the students to deliberate.
- Ask them to select three articles that are considered the most important by all the members of the team.
- Ask the students to note the three articles of their Charter on a separate sheet or on the back of **Worksheet 4**. This information is to be kept, since it will be required when completing **Worksheet 6**.

Individually

- Ask the students to complete **Worksheet 5 — Peer evaluation of dialogue**.

PERFORMANCE (cont.)

Explain the ways in which the application of the Charter may affect life in society.

Present their Community Life Charter to the other students in the class.

TASK 3

About 45 minutes

In teams

- Point out to the students that they must specify the meaning of each article in their Community Life Charter. To do so, they will have to present the possible effects of an eventual application of their charter on life in society. In performing and evaluating this task, the student will have to present:
 - ✓ A relevant example of a social situation that illustrates the usefulness and meaning of each article
 - ✓ Relevant examples of laws or rules that would ensure the application of each article in society
 - ✓ An appropriate description of the individual and group responsibilities associated with each article
 - ✓ An appropriate description of the effects stemming from the application of each article
- Present **Worksheet 6 — Our Community Life Charter**, on page 18.
To make it possible for the students to record their explanations for each article of the Charter, three copies of Worksheet 6 must be distributed to each team.
- Determine, with the students, the way in which they will have to present their work to the whole class: charts, oral presentations, group discussion, etc.
- Ensure that the students have access to the materials they need to write up a clean version of their Community Life Charter (large sheets of paper, Bristol board, felt pens, etc.).

Individually or whole class

- Enable the students to acquaint themselves with the various community life charters proposed.
- Enable the students to explain how they understand these different charters.
- Have the students discuss the possible effects of applying these charters to life in society.

DIFFERENTIATED INSTRUCTION: PATHS

For students who **find it easier** to carry out the task:

- Ask them to draw up a Community Life Charter containing many articles.
- Change Question 3 in the **Worksheet 6**: Ask the students to give several examples of situations to illustrate the meaning and usefulness of each article in their Charter. By asking them to provide examples referring to different contexts of life in society, the teacher has them carry their thinking forward.
- Ask the students to draw up a Charter connected with a contemporary issue that involves a search for information. For example, if the students decide to deal with racism, they will have to obtain documentation on the subject. The articles could read something along the lines of: *To act in such a way that each citizen helps to reduce racism is to obtain information to gain a better understanding of the other. It is to accept differences without thinking oneself superior.*

For students who **find it harder** to carry out the task:

- Provide students with values that could guide their decisions when drawing up the Charter.
- Draw up a single Community Life Charter for the whole class by asking each team to draft a single article.
- Ask the students to complete **Worksheet 6** without necessarily answering all the questions. For example, drop Question 4, which pertains to responsibilities.
- Ask the students to draw up a charter related to a theme that is close to their daily lives and that **refers to a public place**. Write a Community Life Charter for the municipal library, for a shopping centre, for the bleachers of an arena, etc.
- Ask the students to draw up a charter related to a theme that is close to their daily lives and that refers to a **specific group of people**. For example, ask the students to draw up a Community Life Charter for children, cyclists, and users of public transportation, or for people who work with the public, be it in stores, museums or playgrounds.

INTEGRATION

Reflect on what they have learned.

About 30 minutes

Individually

- Enable the students to take stock of what they have learned using **Worksheet 7 — Summary of learning**, on page 19.

Whole class

- Review one of the ethical issues presented during the preparation phase and the answers on **Worksheet 1 — Acceptable and unacceptable social behaviour**. Discuss these answers and determine how they could be modified, reinforced or improved in accordance with the new knowledge acquired in the course of the LES.

Rubric

C1-C3 ETHICS AND DIALOGUE

Name: _____

Date: _____

Title of the task: **A Community Life Charter**

Meets the requirements to an outstanding degree.
Meets the requirements in a satisfactory manner.
Meets a minimum number of requirements.
Meets few of the requirements.
Meets none of the requirements.

Criteria	The elements evaluated in this task are checked off below.	Observable Elements	Performance Requirement					
Ethical treatment of a situation	<input type="checkbox"/>	The student provides an appropriate description of the situation.	<i>An appropriate description includes:</i> - a presentation of the essential elements of the situation (who, what, how, when, where, and the values and norms involved) - connections between the elements of the situation - identification of sources of tension or conflicts of values in the situation	5	4	3	2	1
	<input type="checkbox"/>	The student raises ethical questions related to the situation.	<i>A relevant ethical question enables the student to do one or more of the following:</i> - reflect on attitudes, behaviour or concepts pertaining to the ethical problem to be solved or a subject relative to values and norms - identify values and norms that create tension - evaluate, justify or recommend options related to the situation	5	4	3	2	1
	<input type="checkbox"/>	The student compares points of view in an appropriate manner.	<i>An appropriate comparison involves:</i> - relevant links to the ethical issues - a comparison of the essential elements in at least two points of view related to the ethical issue (values, norms, ideas, reasons) - identification of the differences and similarities between these points of view	5	4	3	2	1
	<input checked="" type="checkbox"/>	The student identifies references on which points of view are based.	<i>The references identified:</i> - are relevant (related to the ethical issue) - specify the source of a point of view e.g. a rule, a law, a charter, an important person, a proverb, a scientific study, a value	5	4	3	2	1
Relevant evaluation of options	<input type="checkbox"/>	The student suggests relevant options.	<i>The suggested options:</i> - are related to the ethical issue involved in the situation - enable the students to consider it from various angles - are based on diverse and valid information	5	4	3	2	1
	<input checked="" type="checkbox"/>	The student provides an appropriate description of the effects of the options proposed.	<i>An appropriate description presents:</i> - possible effects for the individuals and groups involved in the situation, for each option proposed - possible effects on life in society, for each option proposed - advantages of the options proposed - disadvantages of the options proposed	5	4	3	2	1
	<input checked="" type="checkbox"/>	The student selects options that foster community life.	<i>A selection of options is based on:</i> - the well-being of each individual and of the community - other possible effects on each individual and on the group	5	4	3	2	1
Appropriate practice of dialogue	<input checked="" type="checkbox"/>	The student interacts in a way that fosters dialogue.	<i>Appropriate interaction, orally or in writing, can be observed in one or more of the following actions:</i> - correctly using means for developing a point of view (p. 350) - correctly using forms of dialogue (p. 349) - complying with conditions that foster dialogue (p. 349)	5	4	3	2	1
	<input type="checkbox"/>	The student questions points of view in an appropriate manner.	<i>Appropriate questioning, orally or in writing, can be observed in one or more of the following actions:</i> - selecting and using relevant resources (related to the subject of dialogue) - distinguishing between essential and secondary elements - identifying and examining processes likely to hinder dialogue (p. 353) - identifying and examining judgments expressed in a point of view (p.352) - anticipating and formulating clarifying questions	5	4	3	2	1

Teacher's comments:

Result:

Strong points: _____ STUDENT'S REFLECTION _____ Points in need of improvement: _____

NOTES ON THE CONCEPTS VALUES, NORMS, RIGHTS, RESPONSIBILITIES, CHARTERS

VALUE

Reflecting on acceptable and unacceptable social behaviour involves having the students identify the values underlying the actions and attitudes they come across in daily life. In explaining why a behaviour is or is not acceptable, students can rely, among other things, on values promoted in Québec society. The Ministère de l'Immigration et des Communautés culturelles illustrates a few of these on its Web site, where they are presented in the form of short video clips at a level accessible to Cycle Three students.

<http://www.immigration-quebec.gouv.qc.ca/en/choose-quebec/common-values/index.html>

Many other values can also guide students in their work. These include respect, pleasure, health, education, freedom, collaboration, mutual assistance, sharing, safety, ecology, etc. As suggested in the procedures for the activities, you can specify, along with the students, the values that will inspire them when they go to write their Community Life Charter.

NORM

Here are a few simple ways of explaining to students what a norm is:

- ✓ A norm indicates what must be done. It's a model to which one refers.
- ✓ A norm can be a law (federal, provincial, municipal).
- ✓ A norm can be an unwritten rule known to most people.
- ✓ Norms guide human behaviour.

When students come to reflect on what guides actions in society, the first ideas that come to mind will likely have to do with the law: prohibitions against theft, against riding a bicycle on the highway, and so on. It is important to have the students go beyond this point, since laws are not the only norms considered conducive to better community life. For example, some people may say that giving money to the poorest among us is a norm because it creates great equity among the members of society. While such a norm does not constitute a formal rule, it could be considered a requirement of life in society. For some people, therefore, it is a norm.

The students will also discover that certain norms that guide life in society stem from social and cultural conventions. Consider, for example, travel abroad: behaviour deemed acceptable in one country may not be accepted in another.

RIGHT

Rights (i.e. human rights) correspond to the rights and freedoms that each individual possesses by virtue of being human. Rights are norms that are meant to help us decide what is acceptable in society. They come, of course, with responsibilities, and are generally framed in a charter or convention. Consider, for example, a collective agreement that outlines the rights of a group of employees.

RESPONSIBILITY

A responsibility involves a commitment or duty. It may be an obligation defined by law, such as *all drivers are responsible for respecting speed limits*. It may also be defined by what an individual considers important: *a child who joins a theatre troupe is responsible for learning his or her lines*.

In the context of the theme covered in this LES, i.e. *Requirements of life in society*, the students may also be led to develop a greater awareness of the concepts of **individual** and **collective** responsibility. The following are some examples of individual responsibilities: *taking responsibility for the consequences of one's actions; assuming one's responsibility as a student or a parent*. Collective responsibilities, on the other hand, are assumed by a group of people or a government. For example, *the protection of the environment requires the establishment of certain laws and the cooperation of all citizens*.

It is also important to have the students make connections between rights and responsibilities: *the right to borrow a book from the library comes with the responsibility to return it by the prescribed date*.

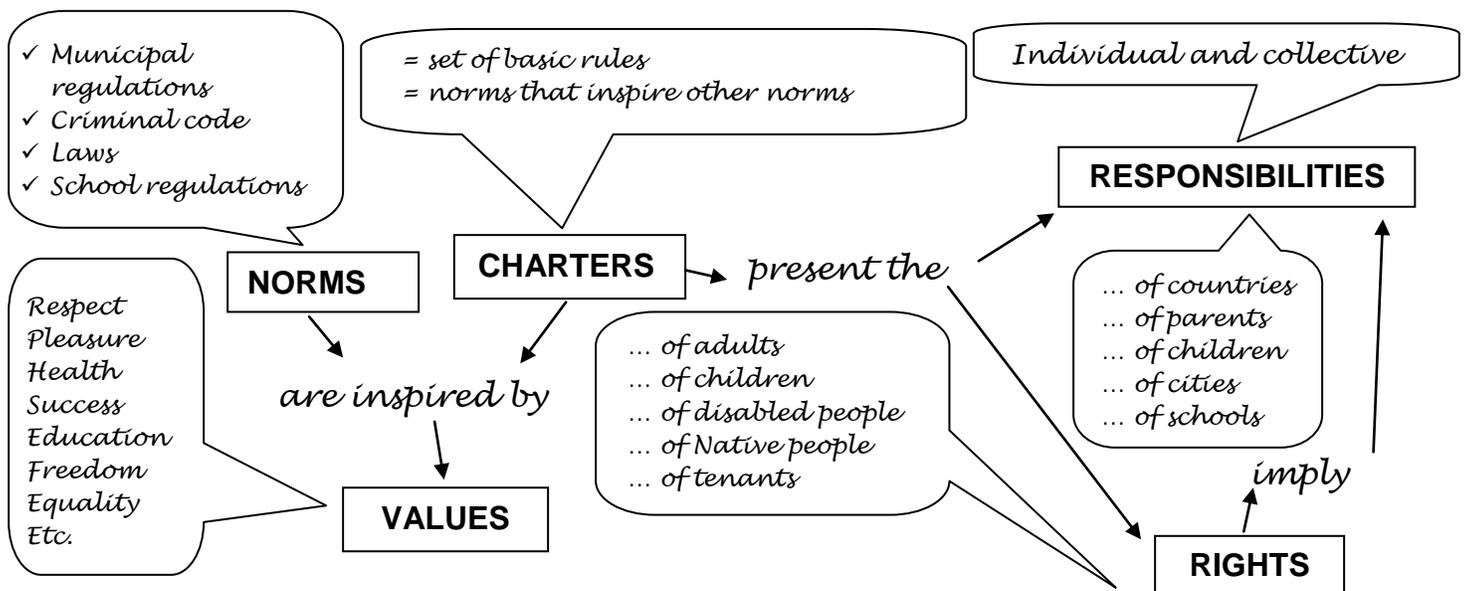
CHARTER

A charter is a set of basic rules specific to a given country (e.g. the *Canadian Charter of Rights and Freedoms*) or group of citizens (e.g. the *International Convention on the Rights of the Child*). A formal declaration of rights, it is also used to reconcile diverse interests. Charter articles are norms that give rise to other norms. In Canada, for example, no law can be passed if violates the rights and freedoms outlined in the *Canadian Charter of Rights and Freedoms*.

The following are some examples of charters:

- ✓ *Canadian Charter of Rights and Freedoms*
<http://laws-lois.justice.gc.ca/eng/charter/>
- ✓ *Québec Charter of Human Rights and Freedoms*
<http://www.canlii.org/en/qc/laws/stat/rsq-c-c-12/latest/rsq-c-c-12.html>
- ✓ *UN Convention on the Rights of the Child in Child Friendly Language*
<http://www.ovcsupport.net/s/library.php?id=1074>
- ✓ *The Sporting Spirit Charter*
http://www.mels.gouv.qc.ca/sections/publications/publications/SLS/Promotion_securite/CharteEspritSportif.pdf
*For English version, see page 22.
- ✓ *Charte de la personne hospitalisée in France*
http://www.sersante.com/chartepatient/texte_charte/articles.html (in French only)

HOW THESE CONCEPTS ARE RELATED: EXAMPLE



Worksheet 1 – Acceptable and unacceptable social behaviour

Name: _____

Date: _____

1. In your own words, explain what is meant by **acceptable behaviour**.
Give examples from your daily life or from current events.

2. In your own words, explain what is meant by **unacceptable behaviour**.
Give examples from your daily life or from current events.

3. In your own words, explain what is meant by the expression *to foster community life*.

What it means:	What it doesn't mean:

Worksheet 2 – Important concepts in ethics

Name: _____

Date: _____

- ✓ Discuss the following words with your fellow team members: value, norm, right, responsibility, charter.
- ✓ In your own words, explain what each means and give examples.

My explanation of what constitutes a **value**:

My explanation of what constitutes a **norm**:

My explanation of what constitutes a **right**:

My explanation of what constitutes a **responsibility**:

My explanation of what constitutes a **charter**:

Worksheet 3 – Exploring charters

Name: _____ Date: _____

1. Sporting Spirit Charter

- ✓ Select two articles from this charter.
- ✓ Identify values that may be associated with them.

First article selected:
Values underlying this article:
Second article selected:
Values underlying this article:

2. UN Convention on the Rights of the Child

- ✓ Select two articles from this charter.
- ✓ Identify who has responsibilities stemming from each article.
- ✓ Explain what these responsibilities are.

First article selected:	
Related responsibilities:	
Who?	What?
Second article selected:	
Related responsibilities:	
Who?	What?

Worksheet 4 – Organizing ideas

Name: _____

Date: _____

1. Identify three values that could guide your decisions as you draw up your Community Life Charter.

2. Draft two articles that you would like to see included in your team's Community Life Charter. Note down key words or phrases as a way of preparing what you will say to your fellow team members about the articles. For each article you have in mind, you could come up with:

- ✓ An example of a social situation that illustrates the usefulness and significance of this article
- ✓ Two examples of laws or regulations that could ensure that this article is applied to life in society
- ✓ Individual and collective responsibilities related to this article
- ✓ Other effects (on yourself, others and the situation) that may result from the application of this article

Articles suggested for the Community Life Charter
1)
2)

Worksheet 5 – Peer evaluation of dialogue

Name of the evaluator: _____

Name of the person being evaluated: _____

Take some time to think about how your fellow team member participated in the deliberations. Write **yes**, **no**, or **more or less (±)** next to each of the following statements.

My fellow team member expressed his/her ideas clearly.

Examples: *Justice is important because . . .*
I prefer John's charter article because . . .

My fellow team member was open to other people's points of view and respected each person's right to speak.

Examples: *He paid attention to whoever was speaking.*
He listened until the other person had finished and raised questions if needed.
He raised his hand to speak and waited his turn.

My fellow team member questioned points of view in an appropriate manner.

Examples: *She asked questions that got to the heart of the matter.*
She pointed out unclear statements.
She asked her fellow team members for clarifications, as needed.

The next time around, my fellow team member could improve dialogue with the others by:

→ _____

I congratulate my fellow team member for:

→ _____

Observer's signature: _____

Worksheet 6 – Our Community Life Charter

Name: _____ Date: _____

1- Write one of the articles of your charter:

2- Identify the values that underlie this article:

3- Give an example of a situation that illustrates the usefulness and significance of this article:

4- Describe individual and collective responsibilities related to this article:

Who?

What?

5- Give examples of laws or regulations that could ensure that this article is applied to life in society:

6- Describe some effects on life in society that may result from the application of this article and draw parallels with the situations given as examples:

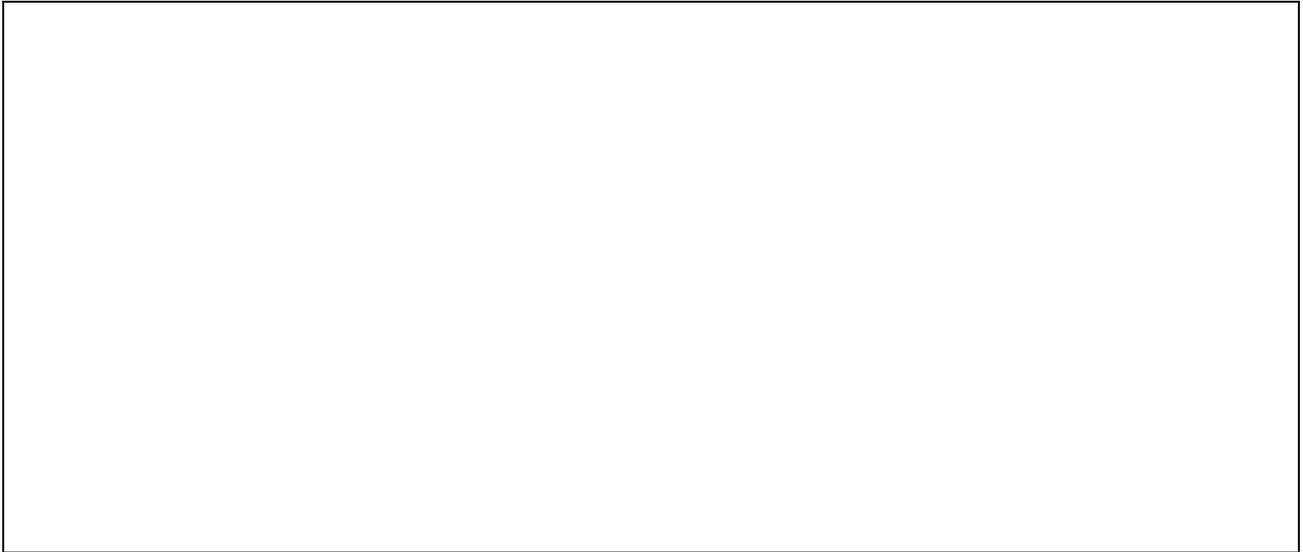
Worksheet 7 – Summary of learning

Name: _____ Date: _____

🔑 Review of the concepts

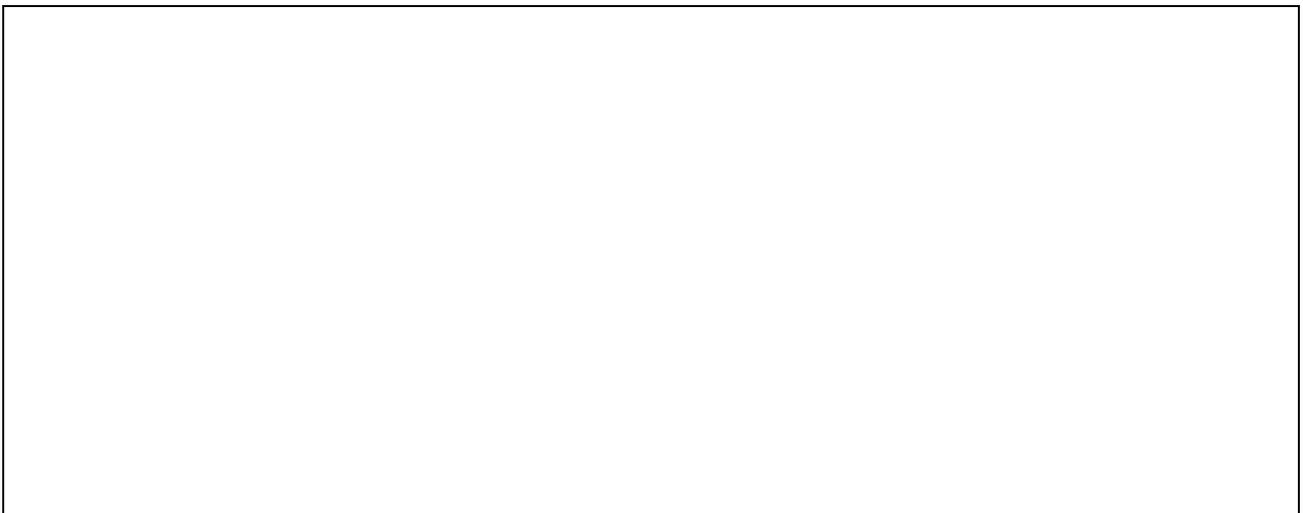
Make connections between the following words: **value–norm–responsibility–right–charter**.

Using arrows and key words, draw a diagram that sums up your understanding of these concepts.



🔑 Summary of ethical reflection

Now that you have given considerable thought to what fosters or hampers community life, select the charter article that seems most important to you. Briefly explain your choice.



SUGGESTED READING LIST

Amnesty International. *We Are All Born Free*. London, UK: Frances Lincoln Publishers, 2008. (ISBN-13: 978-1845076504)

An illustrated version of the Universal Declaration of Human Rights.

Anderson, Judith. *Dealing with Crime*. London, UK: Franklin Watts, 2006. (ISBN-13: 978-1583409725)

Discussion and debate on current social and political issues.

Arato, Rona. *Courage and Compassion: Ten Canadians Who Made a Difference*. Toronto: Maple Tree Press, 2009. (ISBN-13: 9781897349342)

Stories of ten Canadians, both historical and modern, whose acts of bravery and caring helped their fellow human beings.

Castle, Carolyn and UNICEF. *For Every Child*. New York: Dial Books, 2001. (ISBN-13: 978-0803726505)

An illustrated version of fourteen of the most important rights of the child from UNICEF's Convention on the Rights of the Child.

Connolly, Sean. *Campaigns for Change*. Series, including 6 titles: Gender Equity, Religious Freedom, Racial and Ethnic Equality, Rights at Work, Safeguarding the Environment, The Right to Vote. London, UK: Franklin Watts, 2007. (ISBN-13: 978-079676452)

Explanation of how many of the rights we take for granted were fought for and won.

Connolly, Sean. *Global Organisations*. Series including 6 titles: *Greenpeace*, *The International Red Cross*, *UNICEF*, *OXFAM*, *The United Nations*, *The World Health Organisation*. Collingwood, ON: Smart Apple Media, 2008. (ISBN-13: 978-1599203065)

Describes some of the world's most important organizations that work to help people.

Doyle, Brian. *Angel Square*. Toronto: Groundwood Books, 2003. (ISBN-10: 0-88899-230-0)

A novel about a young boy who confronts racial hatred when his best friend's father is beaten just because he is Jewish.

Hewitt, Sally. *A Caring School*. Series, Taking Part. London, UK: Franklin Watts, Ltd, 2006.

(ISBN-13: 978-0749666590)

Presents how schools can make a difference in the community.

Hibbert, Adam. *Keeping Peace in the World*. London, UK: Franklin Watts, 2006. (ISBN-13: 978-0749663087)

Debates on key issues involving conflict.

Jarman, Melanie. *Rich World, Poor World*. London, UK: Franklin Watts, 2006. (ISBN-13: 978-0749663100)

Debates on key issues involving social justice.

Kalman, Bobbie. *What is a Community? From A to Z*. St. Catherines, ON: Crabtree Publishing, 1999.

(ISBN-13: 9780865054141)

Shows how communities can be different but also share many things in common.

Medina, Sarah. *Relationships: How Can We Get Them Right?* Chicago, IL: Heinemann Educational Books, 2004. (ISBN-13: 978-0431210421)

Part of a series that includes other titles dealing with difficult issues for children. This book helps children deal with relationship issues.

National Geographic. *Every Human Has Rights: A Photographic Declaration for Kids*. Washington DC: National Geographic for Kids Books, 2008. (ISBN-13: 978-1426305115)

An illustrated version of the Universal Declaration of Human Rights.

Sanders, Bruce. *Let's Talk about Racism*. Mankato, MN: Stargazer Books, 2005. (ISBN-13: 978-1596040465)

Addresses questions about racism.

Teacher Resources

Posner, Eric A. *Laws and Social Norms*. Cambridge, MA: Harvard University Press, 2000.

(ISBN-13: 9780674001565)

A discussion on how the relationship between norms set by social codes and those set by laws.

UNICEF. *A World Fit for Children*. Toronto, ON: UNICEF, 2008. (ISBN-13: 978-92-806-4324-4)

Includes many documents that pertain to the welfare of children.

United Nations. *Convention on the Rights of the Child*. Adopted and opened for signature, ratification and accession by General Assembly resolution 44/25 of 20 November, 1989

The Sporting Spirit Charter

1. Sporting spirit means, first of all, obeying all game rules and regulations. It also means never deliberately breaking a rule.

2. Sporting spirit means respecting the referee. Referees and other officials are essential in all competitions. They have difficult and thankless jobs to do. They deserve everyone's respect

[dialogue en bulle] We can't start because we don't have a referee!

3. Sporting spirit means accepting all the referee's decisions and never questioning his or her integrity.

[dialogue en bulle] Five minutes for holding! WHAT!!!!

4. Sporting spirit means recognizing your opponent's dignity, even in defeat.

5. Sporting spirit means accepting victory modestly without making fun of your opponent.

[dialogue en bulle] Ooooh! Playing all by yourself is no fun at all!

6. Sporting spirit means being able to recognize your opponent's strong points.

7. Sporting spirit means wanting to go up against a worthy opponent. It means counting only on your talent and skills to win.

8. Sporting spirit means refusing to use illegal moves or trickery to win.

9. For officials, sporting spirit means knowing all the rules well and applying them equally.

10. Sporting spirit means keeping your dignity in all circumstances. It's showing that you're in control of your emotions. It's not letting verbal or physical violence overwhelm you.