
CHILDREN'S RIGHTS

ELEMENTARY LEVEL

Mapping Human Rights Activity

Orientation Activity

- **Purpose:** the purpose of this activity is to introduce students to the concept of human rights by identifying where human rights are exercised in their community.
- **Instructional method(s):** class discussion, group work
- **Differentiated instruction:**
 - The classroom teacher draws the map of the community based on suggestions from the students.
- **Estimated time:** 25-30 minutes
- **Steps:**
 1. Divide students into small groups.
 2. Ask each group to draw a map of their neighbourhood. They should include their homes, major public buildings (e.g. city hall, schools, places of worship, etc.) and public services (e.g. hospital, fire department, police station, etc.), as well as other places that are important to the community (e.g. grocery stores, cemetery, cinemas, gas stations, etc.).

Teacher Note: to simplify the activity for younger students, have them draw a map of the school or their classroom.

3. When the maps are complete, ask students the questions below. Note it is important students have a good understanding of human rights before moving forward with step 4.
 - What are human rights?
 - What are examples of human rights? List examples on the board.
 - Why are human rights important?
 - How are human rights reflected in your community? (e.g.: there are schools in our community because we have the right to an education, etc.)
4. Ask students to analyze their maps from a human rights perspective, asking what human rights do they associate with different places on their maps? For example, a post office can be associated with the right to information, privacy and self-expression and a school can be associated with the right to an education and freedom of speech.
5. When students have completed their human rights maps, ask each group to present to the class, summarizing their analysis of human rights exercised in the community.
6. After all the groups have presented, encourage a class discussion using the following suggested questions:
 - Did any parts of the maps have a high concentration of rights? How do you explain this?
 - Did any parts have few or no rights associated with them? How do you explain this? Did we miss anything?



- What happens in this community when someone's human rights are violated? (e.g.: report to teacher, seek help from community organizations such as Kids Help Phone etc.)
 - Are there any places in this community where people take action to protect human rights or prevent violations from occurring? (e.g.: police station, school etc)
7. Display maps around the classroom as a reminder of human rights.

Stand up for children's rights by taking the Vow of Silence. Learn more about this empowering campaign at www.weday.com/takeaction.