



## Level 12: Mosesie Speaks Up

- Activity worksheet: My Rights
- Reproducible: Your Rights

### ICON LEGEND



TEACHER SCRIPT



INDIVIDUAL ACTIVITY



IMPORTANT INFORMATION



CLASS DISCUSSION



PAIRS/SMALL GROUP ACTIVITY



LARGE OPEN SPACE

### TEACHER SCRIPT TRANSLATIONS

Throughout these extension activities, you will find teacher scripts written in English to help you guide your lessons. The Inuktitut extension activity is available for download.



## EXTENSION ACTIVITY

BOOK TITLE

**Mosesie Speaks Up**

LENGTH

**2 lessons**  
(1 hour each)



### Essential Question

What are rights? What rights do children have? How can children speak up for their rights?



### Lesson Overview

In these lessons, students will explore the concepts of children's rights through whole-class and independent learning activities. Students will learn about advocating and how they can advocate for their own rights and the rights of others. They will also learn about the Representative for Children and Youth's Office.

### REQUIRED MATERIALS

- ☞ *Mosesie Speaks Up*
- ☞ Chart paper
- ☞ Activity worksheet: **My Rights**
- ☞ Reproducible: **Your Rights**
- ☞ Pencils
- ☞ Colouring utensils
- ☞ Hat or a bowl,
- ☞ Representative for Children and Youth's Office poster (PDF)
- ☞ United Nations *Convention on the Rights of the Child* poster (PDF)

### LEARNING ACTIVITIES

- Class discussion about what rights are, and what rights children have
- Class discussion about what rights and responsibilities you have as a rights holder
- Class discussion about the book
- Completing activity worksheet **My Rights**
- Role-playing activity about rights
- Class discussion about what advocacy is
- Independent drawing and writing activity about being an advocate
- Class discussion about the Representative for Children and Youth's Office

### LEARNING CONNECTION

Students will think about what some of the rights are and what it means to have rights, such as the responsibilities associated with each right. This will help students build an understanding of what types of rights they should have and how to better advocate for themselves if they feel these rights are not being respected.

### READING VOCABULARY

*rights, responsibility, advocate*

### PRE-LESSON PREPARATION

1. Photocopy one **My Rights** activity worksheet for each student.
2. Photocopy one **Your Rights** reproducible for each student, plus one for yourself.
3. From your copy of the **Your Rights** reproducible, cut out each of the rights so each one is on its own slip of paper. Put these slips of paper into a hat or bowl that students will pick from later in this activity.

# LESSON PLAN: MOSESIE SPEAKS UP

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## LESSON 1

1. Have students look at the cover and title of the book *Mosesie Speaks Up*. Tell students that this book is about a child learning about his rights. Ask students what they think a “right” is. Ask students what they think a “responsibility” is. Record their ideas on the board or chart paper. If children need help answering the questions, use the teacher script below.



**“A ‘right’ is a thing every child should have or be able to have. All children have the same rights. A ‘responsibility’ is something that someone is expected to do. For example, children have a right to go to school, and their responsibilities are to show up on time, pay attention, and do their homework.”**

2. Read the book out loud to students.
3. In the story, Leetia explains what a right is to Mosesie. After you have read through the book once, turn to page 25 of the book and reread it to the class. Have students look at the ideas they came up with before the reading. Have them discuss what ideas about rights and responsibilities were similar to those in the book. Ask students to give you an example of a right and a responsibility from the book.

Example: Mosesie has the right to learn. Mosesie's teacher has the responsibility to help Mosesie learn. Once Mosesie's teacher knows he can't see the board well from the back of the class, she can help him learn by finding him a place to sit in the classroom where he can see the board better.

4. Hand out the **Your Rights** reproducible to each student or pair of students. Explain to students what the United Nations is and what this organization does, using the teacher script below.



**“The United Nations is an organization that is made up of people from countries all over the world. The United Nations is responsible for protecting human rights, including the rights of children and youth. This group has made a list of rights that all children in the world have. This list is called the Convention on the Rights of the Child.”**

Some of the rights that the United Nations says each child should have are on the **Your Rights** reproducible. Have student volunteers read the list of rights out loud. Encourage students to point out the rights that are discussed in the book, including the right to learn, the right to a home, food, and water, the right to a loving family, and the right to say what you think and have adults listen and consider your thoughts.

5. Hand out the worksheet **My Rights** to students. Have each student draw one of the slips of paper that you cut up and placed in a hat or bowl in the **Pre-lesson preparation**. Tell students that they will draw a picture and write a sentence about the right they chose. When students have completed the worksheet, collect the slips of paper and put them back in the hat or bowl. You will need them for the second bullet point under **Sharing and Displaying (Classroom Reinforcement)**.

## LESSON PLAN: **MOSESIE SPEAKS UP**

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### **SHARING AND DISPLAYING (CLASSROOM REINFORCEMENT)**

- When students have completed the **My Rights** worksheet, display the worksheets together in the classroom on a bulletin board or taped up on a wall. Invite other classes, teachers, and administration to come and visit the display.
- Tell students you are going to do a role-playing activity. Have a pair of students pick a slip of paper from the hat or bowl. Tell this pair to act out the right they chose. The rest of the class can shout out which right they think the pair is acting out. Whoever guesses correctly gets to be next to act, along with a partner that you choose. Make sure each student gets a chance to act.

# LESSON PLAN: MOSESIE SPEAKS UP

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## LESSON 2

1. Have students retell what happened in the story *Mosesie Speaks Up*. Review the concept of rights by looking at the list of ideas recorded during the pre-reading discussion in **Lesson 1**.
2. Ask students why they think the story was called *Mosesie Speaks Up* in a few different ways. What does it mean to “speak up”? Give students the opportunity to talk about experiences when they have spoken up for themselves or for somebody else.
3. Tell students that in the story, Mosesie and his family advocated for his rights. Ask students if they can identify who Mosesie and his family spoke up to, and how they communicated what Mosesie needed.

Answers: Mosesie spoke up to his family. He told his mom and sister that he was having trouble seeing the board at school.

Mosesie and his mom advocated to his teacher. Together they told his teachers he was having trouble seeing the board and asked that Mosesie sit closer to the board so he could see it more clearly.

Mosesie’s mom spoke up to the advocacy office. She called them and asked for help getting her son what he needed.

Mosesie’s mom spoke up to the eye doctor. She told them that Mosesie really needed an appointment and asked to be placed on the waitlist.

4. Ask students why it is important to communicate clearly, especially when they are talking about their rights. Ask students what might happen if they are not sure about what they need. Give students the opportunity to share ideas and experiences.
5. Turn to page 34 and circle the word “advocate” with your finger so the class can see. Read Mosesie’s mother’s explanation of what the word “advocate” means.
6. Tell students that in the story, Mosesie and his family advocated for his rights. Have students think about how Mosesie, Mosesie’s mother, and Leetia advocated for Mosesie in the story. Encourage students to use the word “advocate” in their explanations.

Answers: Mosesie advocated for himself by telling his sister, his mom, and his teacher that he was having trouble seeing the board at school.

Leetia advocated for Mosesie by talking to her mom when she noticed that Mosesie was having trouble at school.

Mosesie’s mom advocated for Mosesie by going with Mosesie to talk to his teacher about his trouble seeing the board, and by calling the advocacy office to find out what else could be done to try and get Mosesie an appointment with an eye doctor as soon as possible.

7. Tell students that there is an office in Nunavut called the Representative for Children and Youth’s Office (RCYO). This office helps protect and advocate for the rights of young Nunavummiut. Tell students that they can contact this office if they feel their rights are not being respected or they need help speaking up for themselves or advocating for their rights. Students can have a parent or trusted adult contact this office for them, too. You can find the contact information on their website: [www.rcynu.ca](http://www.rcynu.ca). If you are able, please put the RCYO toll-free number on the board (1-855-449-8118) and print out the poster found on the USB and display it in the classroom.

## LESSON PLAN: MOSESIE SPEAKS UP

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8. Tell students that when our friends and family advocate for us or when we advocate for them, we build positive relationships. Remind students that when they have positive relationships, they know someone will support them when they need help. Tell students to think about a time when they advocated for a friend or family member who needed help. Have them discuss their ideas with a partner, and then give the partners time to share with the whole class.
9. Hand out a piece of paper to each student. Tell students to draw a picture and write a sentence about a time that they advocated for themselves or somebody else. If they can't think of an example, they can draw and write about the advocates in the book.

### SHARING AND DISPLAYING (CLASSROOM REINFORCEMENT)

- ☛ Have students share their drawing and writing with partners or in small groups. Encourage students to make a connection to one of the rights outlined on the **Your Rights** reproducible from **Lesson 1**.
- ☛ Display the students' drawing and writing with their **My Rights** worksheets from Lesson 1. Invite other classes, teachers, and administrators to visit the display again.

Names: \_\_\_\_\_

# My Rights

What is a right? Copy the sentence from the chart.

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Draw a picture of a right that you have.



Write a sentence about your picture.

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# Your Rights

“Rights” are things every child should have or be able to have. All children have the same rights. Here is a list of children’s rights.



All children have rights. No child should be treated unfairly.

All adults should do what is best for you.

You have the right to a name.

You have the right to live with a family who cares for you.

You have the right to share your opinion, and for adults to listen.

You have the right to be alive.

You have the right to choose your friends.

You have the right to be protected from being hurt or mistreated.

You have the right to care and protection if you are adopted  
or in foster care.





You have the right to special education if you have a disability.

You have the right to health care.

You have the right to safe water and healthy food.

You have the right to a clean and safe environment.

You have the right to a safe place to live.

You have the right to education.

You have the right to practise your own culture, language, and religion.

You have the right to play and rest.

You have the right to know your rights!

You have a right to privacy.

You have a right to be protected from abuse and neglect.

You have the right to help from the government.