

Focus on Animation Unit Guide for the Theme Rights and Responsibilities

By Michele Rosson, Elementary Special Education Teacher
Riverside School Board, Longueuil, Québec

Overall Objective

Students will a) become familiar with the concepts of rights, privileges and responsibilities and b) recognize how these concepts are related to their own lives.

Grade Level

Ages 9 to 12

Content Areas

Language Arts
Citizenship and Community Life
Health and Well-Being
Visual Arts
Dramatic Arts

Films used in this Unit

An Artist (5 min 15 s)
Overdose (5 min 25 s)
The Boy and the Snow Goose (10 min 32 s)
Christopher, Please Clean Up Your Room! (6 min 56 s)



NB: The films can be viewed online free of charge at www.nfb.ca/focusonanimation in the My Film Class section.

Materials

Response journals, white paper, art materials, chart paper (at least 8 sheets), markers, overhead projector, 2 transparency sheets, transparency marker, Children's Rights and Responsibilities leaflet (1 copy per student). www.unicef.org.uk/tz/resources/assets/pdf/rights_leaflet.pdf

Summary

Students will learn about the UN Convention on the Rights of the Child. By exploring the concepts of rights, responsibilities and privileges, students will become more aware of the choices they make. Students will keep a response journal, take an oath of personal responsibility, and participate in a *tableau vivant*, or frozen tableau.

Introduction Activity (45 min)

- Open the discussion by asking the class, “Do you know your rights?”
- Discuss the differences between rights, privileges and responsibilities.
- Come to an agreement on 3 definitions and write them on the board or chart paper.
- Have students write a list of what they did the previous day, from when they got up in the morning to when they went to bed. In pairs, students compare their lists.

- Have the partners go through their lists together and label each activity. This legend can be used: **R = Right, P = Privilege, RP = Responsibility.**
- Ask volunteers to share some of their items out loud and encourage comments.
- Collect the lists and explain that over the next few lessons they are going to learn more about the rights of children, and the responsibilities that go along with them. At the end of the unit, they will do a second Activity Inventory to compare with their first.

Activity 1: Do You Know Your Rights? (75 min)

A. Film: *Overdose*

Step 1: Review the definitions of rights, privileges and responsibilities. Then ask:

- Who determines your rights? Your privileges? Your responsibilities?

Explain that the United Nations has created a document explaining the rights of children all over the world. It's called the Convention on the Rights of the Child. (See appendix for more information.) The film they are going to watch showcases one of the articles of this UN Convention.

Step 2: Watch *Overdose*, and then discuss the film:

- Why do you think this boy is so overloaded at the age of 10?
- What do you think the clock means?
- Why do you think the director shows the boy as a wind-up toy?
- To what extent do children have the right to choose how to spend their leisure time?
- Who chooses the activities that you participate in?
- Are you satisfied with the leisure time you have and how it is spent?

Step 3: Have students write a brief personal response to the film.

Step 4: Distribute the UNICEF leaflet "Children's Rights and Responsibilities." In groups or pairs, have students to read through the 42 articles (or choose several articles for the class to focus on). Ask which article inspired *Overdose*. Establish that it is article 31: "All children have the right to relax and play, and to join in a wide range of activities."

B. Film: *An Artist*

Explain that the next film is based on another article of the UN Convention on the Rights of the Child.

Step 1: Watch *An Artist*, and then discuss it:

- Why do you think this film is called *An Artist*?
- What is the girl's relationship to music?
- What images in the film help to illustrate this relationship?
- Why does her father look at her disapprovingly throughout the film?
- Do you think his feelings change at the end of the film? Why?
- What talents do you have? How were they discovered?
- Do you have a responsibility to develop your talents?
- Do you think the community (family, school, church, etc.) has a responsibility to expose all children to different experiences so that they may discover their talents?
- How much say should children have in deciding which talents they wish to nurture?

- Do you think that children should be excused from their responsibilities in order to pursue their talents?

Step 2: Have students write a brief personal response to the film in their journals.

Activity 2: Can You See the “Righting” on the Wall? (1 hour)

Art Exhibit

Step 1: Explain the project: an art exhibit to illustrate the major articles of the Convention. Each student will be assigned a different article (Do this in advance). Distribute sheets of 8.5” x 11” white paper. Each student must write the article clearly on the bottom of his/her sheet. In pairs, ask students to read their articles to a partner. Encourage them to help each other think of ideas for their poster.

Step 2: You can walk around the classroom as students work, and provide suggestions on lettering, proportions and artistic choices. *Many forms and styles are suitable for this project. Computer graphics software such as PrintShop, PrintMaster, Paint, or KidPix may be good alternatives for some students.*

Step 3: Display the posters for all to see. Allow time for students to view the exhibit and make comments. Students may also write a brief response to the art exhibit.

Activity 3: The State of Your Room: Right or Responsibility? (75 min)

A. Film: *Christopher, Please Clean Up Your Room!*

Step 1: Review what students have learned about rights. They will see a film about Christopher, a great kid with a bad habit. They are to identify how the film addresses the concept of rights.

Step 2: Show the film and discuss it:

- How does Christopher feel about his bedroom at the beginning of the story?
- What images or verbal descriptions illustrate the condition of his room?
- Do you think that Christopher has a right to keep his room such a mess?
- Do you think that he has a responsibility to keep it clean? A responsibility to whom?
- Think about the difference between a responsibility and a right. How are they connected?

(You may wish to refer to the section from the UNICEF leaflet entitled “Whose Responsibility?”)

B. Carousel

Step 1: Continue the discussion about responsibilities and rights. Select 3 or 4 posters from the art exhibit, and ask what responsibilities accompany these rights. Articles 1, 14, 24 and 28 are relevant. *Mention the movie Spiderman! in which Peter Parker’s uncle Ben tells him: “With great power comes great responsibility.”*

Step 2: Divide the class into 4 groups. Give each group a piece of chart paper with one of these headings: FAMILY (or HOME) / FRIENDS / SCHOOL / SOCIETY. Post the sheets in 4 different places around the room. Groups are to brainstorm responsibilities associated with each subject heading, using a Carousel method: Each group has 5 minutes to brainstorm at each station. When you give a signal, everyone moves to the next station, and so on until each group has visited all 4 stations.

Step 3: Ask students to think about the questions of rights and responsibilities and write a brief reflection in their journals, either in class or at home.

Activity 4: Being Responsible to Yourself (1 hour)

A. Film: *The Boy and the Snow Goose*

Step 1: In small groups, have the students discuss the concepts of *beliefs* and *values*.

As a class, define these notions. Talk about how what people believe in and what they feel is important and valuable influence how they behave. Ask for examples from their own lives. Tell students that they are going to watch a final short film about a young boy who decides to take responsibility for another creature.

Step 2: Watch *The Boy and the Snow Goose*, and then discuss it:

- How does the boy help the snow goose?
- Why does he do this?
- How do you think his relationship with the goose has changed the boy?
- Is he personally responsible for the welfare of the goose?
- What are his rewards for helping?
- What drives people to go out of their way to help others?

B. Personal Oath

Step 1: Talk about the meaning of the word **oath**, and write a definition on the board, in large letters. The Merriam-Webster online dictionary gives the following: *a solemn appeal to God or to some deeply respected person or thing to witness to the truth of one's word or the sincerity of a promise.*

Step 2: In the appendix is an Oath of Personal Responsibility form. Display it on an overhead projector. Have students imagine that they are the child in *The Boy and the Snow Goose*. Ask them to help you fill in the oath from his perspective. You may also wish to display an example of the completed oath (also in the appendix), which is inspired by the experience of the boy in the film.

Step 3: Students should be ready to take an Oath of Personal Responsibility of their own. In pairs, students can discuss an issue they feel strongly about, as well as their beliefs and feelings on this issue. Invite students to share their ideas in small groups or with the entire class, on a voluntary basis.

Activity 5: Inventory, Take 2 (30 min)

Step 1: Have students write another Activity Inventory, as they did at the beginning of this unit. Then hand out the original inventories for comparison. What have they learned about the three notions of **rights**, **privileges** and **responsibilities**?

Step 2: Have students write a brief reflection on the unit, either in class or at home.

Closure Activity (75 min)

A tableau is a still image, a frozen moment or "a snapshot" created by posing bodies. It communicates a living illustration of an event, a situation, an idea or a feeling.

Step 1: In groups of 5, students create a frozen tableau illustrating either a right or a responsibility. Physical poses, gestures, facial expressions, and at the end, their voices are involved. With the class, brainstorm situations in which a right is being put into practice or denied. Do the same for a responsibility.

Step 2: Before the groups begin, do an example for the class. Choose a situation from the list and invite 5 students to model a tableau. Next, either you or a student plays the role of a television reporter. The reporter "unfreezes" characters by touching their shoulder and asks, "Who are you? What is going on in this scene? What are you feeling? What do you think will happen next? What do you want the class to know about this situation?" Each character answers the reporter's questions and then returns to a frozen position.

Step 3: Invite groups to choose a situation for their tableaux. Give everyone time to plan and practise.

Step 4: Have each group present their tableaux to the class. After 30 seconds or so, invite a volunteer to be the reporter. To conclude the activity, have a class discussion or invite students to write responses in their journals.

Assess Understanding

Engage students in a discussion about what they have learned in this unit and how this knowledge will affect their thoughts and actions in the future.

Evaluation

A student self-evaluation form and an evaluation rubric for the tableaux are in the appendix.

Web Resources

1. Unicef Youth Voice: Your Rights
<http://www.unicef.org.uk/youthvoice/rights.asp>
2. Children's Rights and Responsibilities leaflet
http://www.unicef.org.uk/tz/resources/assets/pdf/rights_leaflet.pdf
3. A UN Convention on the Rights of the Child Poster (published in child-friendly language by the RCMP: http://www.rcmp-grc.gc.ca/youth/childrights_e.htm)
4. Canadian Children's Rights Council: <http://www.crin.org/about/index.asp>
5. UNICEF: <http://www.unicef.org>
6. Merriam-Webster Online Dictionary for Kids: <http://www.wordcentral.com>

Oath of Personal Responsibility
An Oath of Personal Responsibility



I feel very strongly about _____

I believe _____

From now on, it will be my personal responsibility to

_____ Date

_____ Signature

_____ Witness

An Oath of Personal Responsibility

An example of a possible oath taken by the boy in
The Boy and the Snow Goose.

I feel very strongly about the fact that we share the planet with millions of other species who deserve our respect and help, when needed. I cannot tolerate it when I see people treating animals cruelly!

I believe that human beings should help any animal they see is in trouble. If a person sees an animal that is hurt, lost or in distress, he or she should contact an organization that helps animals, or ask an adult they trust to help them care for the animal and return it to its natural life or find it a safe home.

From now on, I will make it my personal responsibility to help any animal I see is hurt or in distress. I will seek the help of an adult I trust, and together, we will see that the animal receives proper care. I will not allow an animal to suffer if there is something that I can do to help!

My Rights and Responsibilities Evaluation Rubric Creating a Frozen Tableau

Name: _____

Date: _____

Criteria	Level 1	Level 2	Level 3	Level 4
Content Area: Group's Choice of Situation in Frozen Tableau	Situation in tableau was <u>extremely relevant</u> to topic, and group displayed an <u>exceptional understanding</u> of its importance.	Situation in tableau was <u>relevant</u> to topic, and group displayed a good <u>understanding</u> of its importance.	Situation in tableau was <u>not quite relevant</u> to topic, and group displayed a <u>slight lack of understanding</u> of its importance.	Situation in tableau was <u>not at all relevant</u> to topic, and group displayed a <u>severe lack of understanding</u> of its importance.
Content Area: Student's Poses, Facial Expressions and Gestures	Poses, facial expressions and gestures <u>contributed immensely</u> to the tableau.	Poses, facial expressions and gestures <u>contributed</u> to the tableau.	Poses, facial expressions and gestures <u>contributed somewhat</u> to the tableau.	Poses, facial expressions and gestures <u>detracted</u> from the tableau.
Content Area: Student's Ability to Answer Reporter's Questions	Student demonstrated an <u>excellent understanding</u> of the situation in the tableau and responded in the character's voice <u>with ease</u> .	Student demonstrated a <u>good understanding</u> of the situation in the tableau and responded in the character's voice <u>satisfactorily</u> .	Student demonstrated a <u>partial understanding</u> of the situation in the tableau and responded in the character's voice with <u>some difficulty</u> .	Student demonstrated a <u>lack of understanding</u> of the situation in the tableau and responded in the character's voice with <u>great difficulty</u> .
Cross Curricular: Student's use of creativity	Student considered all elements of task <u>independently</u> and proceeded in a <u>dynamic fashion</u> . Contribution to tableau was <u>extremely creative</u> and <u>engaging</u> .	Student considered all elements of task and proceeded in a <u>productive fashion</u> . Contribution to tableau was <u>creative and engaging</u> .	Student considered most <u>elements</u> of task and proceeded with some guidance. Contribution to tableau demonstrated <u>effort</u> .	Student considered <u>some elements</u> of task and proceeded with much guidance. Contribution to tableau demonstrated a <u>lack of effort</u> .
Cross Curricular: Student's ability to cooperate with others	Student had a high commitment to working with the group. Understood and did fair share of the work. Demonstrated exceptional cooperation.	Student worked successfully with the group. Understood and did fair share of the work.	Student required several reminders to work cooperatively with the group.	Student was often unable to cooperate and work successfully with the group.

My Rights and Responsibilities: Self-Evaluation

What did I learn during this unit?

How did I learn this?

What did I enjoy learning about most? Why?

How will I use this knowledge in the future?
